Learning to Abolish War Teaching Toward a Culture of Peace

Sample Learning Units

BOOK 2
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Sample Learning Units

BOOK 2

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Welcome To The Global Campaign For Peace Education

The heinous act of terrorism on September 11, 2001, forever changed life as we’ve known it. It has made peace education more vital than ever. With this teaching resource we welcome you to participate in the Global Campaign for Peace Education of the Hague Appeal for Peace. It was produced as a cooperative effort by the Teacher’s College Peace Education Team under the direction of Dr. Betty A. Reardon and Prof. Alicia Cabezudo at Columbia University. The manual results from a world-wide curriculum survey and consultations with the International Advisory Committee.

The team spent a year reviewing curricula of peace educators from various countries and selecting material most applicable to the framework. The manual is intended to be adaptable to the conditions in which it is used. It is geared to the Hague Agenda for Peace and Justice for the 21st Century, a 50-point proposal for getting from a culture of violence to a culture of peace. The Hague Agenda deals with four central themes: Disarmament and Human Security; the Prevention, Resolution and Transformation of Violent Conflict; International Humanitarian and Human Rights Law and Institutions; and Root Causes of War/Culture of Peace.

Dr. Reardon served as the Academic Coordinator, and Professor Cabezudo as the Educator-in-Residence of the Hague Appeal for Peace. These posts were created to implement the initiative born at the May 1999 Hague Appeal for Peace Conference which launched the Global Campaign for Peace Education.

There are many campaigns that are working on the variety of issues which must be addressed if this new century is not to carry forward the legacy of the 20th century, the most violent and war-filled in history. All of these campaigns are needed if we are to sow the seeds for peace and the abolition of war, but none can succeed without education.

The Board of the Hague Appeal for Peace decided that to sustain a long-term change in the thought and action of future generations – to enable them to choose to reject violence as a solution to conflict – our best contribution would be to work on peace education.

The Global Campaign for Peace Education is committed to the integration of peace education into all schools and into the non-formal community sector as well. We are working with teacher training institutions to introduce peace education into the standard preparation of teachers in elementary and secondary schools world-wide.
We are also encouraging the establishment of university-based peace education centers as part of the Global Campaign. Future peace education teachers may be trained at these centers. Currently, centers are established in Japan, the Philippines, Lebanon, and at Teachers College in New York. A center in Argentina will open in 2002.

This manual is the first publication of the campaign. We invite you to copy it, use it, quote from it and contribute to its ongoing development. We only ask that you please acknowledge the Hague Appeal for Peace Global Campaign for Peace Education. In addition, we would appreciate further samples of learning units and your suggestions.

We are grateful for the support of The Ford Foundation and Robert and Fran Boehm, who have made this resource kit and the first meeting of the International Advisory Committee of Peace Educators possible. We are grateful to the Teacher’s College Peace Education Team of Columbia University, graduate students who have worked on the survey and contributed richly to this publication. The advocacy campaign for peace education, coordinated from our Geneva office, also deserves our thanks in this endeavor. Finally, we are enormously grateful for the leadership, expertise, and creative imagination of Dr. Betty A. Reardon and Professor Alicia Cabezudo who, in the end, have made this and the Global Campaign for Peace Education possible.

I have great faith that if anything will help to make this world a safer place for our children and grandchildren, this will.

Cora Weiss, President
April 2002
Introduction

“A CULTURE OF peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth. Such learning can not be achieved without intentional, sustained and systematic education for peace.”

—The Hague Agenda, Main Actions, p. 8
Preface

In presenting these sample learning units, we would like to acknowledge the generous spirit of collaboration of the many educators whose work we are pleased to include. We are grateful to the individuals and organizations who contributed and granted permission to include their materials in *Learning to Abolish War*. The original source of each sample learning unit is noted at the beginning of the unit. We encourage readers to contact these sources and add the cited resources to their collections of peace education curricula. Our special thanks are extended to Educators for Social Responsibility, Metropolitan Area; Janne Port-van Eeden and Benyamin Yanooov, DSW; Professor Ron Kraybill of Eastern Mennonite University; Rosa Packard, NGO Representative, Conscience and Peace Tax International; The Resolving Conflict Creatively Program of the Board of Education of the City of New York; The Educational Centre for Research and Development (EDRD), Beirut, Lebanon; The Education and Culture of Peace Centre, Moscow, Russian Federation; The New Zealand Foundation for Peace Studies; The Peoples’ Decade for Human Rights Education; The University of Pennsylvania Press; and UNESCO.

Introduction

What happens in the classrooms of elementary and secondary education will determine the effectiveness of peace education. The values, knowledge, and skills that learners carry with them from the schools into their lives as active citizens are primary factors in civil society’s, government’s, and international organization’s joint capacity to bring about a culture of peace. Those who make up the three sectors are prepared for civil life by the schools. Book 2 of this resource provides a few sample curricula that can be introduced into classrooms. However, these learning units are primarily intended to serve as examples for the development of materials more directly related to the needs of particular learning populations.

The units offered here contain a range of teaching procedures, organized under the four conceptual-strategic strands of the *Hague Agenda for Justice and Peace for the 21st Century* (hereafter referred to as the *Hague Agenda*). These are lessons to provide a basis for the learnings listed in the quotation cited at the outset of Book 2. They have been chosen to suggest that there are a variety of ways in which the substance and spirit of the Hague Agenda can be integrated into curricula at every grade level and in most subject areas.

The samples here are but a very narrow representation of an increasingly broad array of curriculum materials and teaching strategies that have been, and continue to be, developed in the field of peace education. This selection is in no way complete or definitive. They are suggestions to be adapted and augmented, perhaps even put aside in favor of other techniques they inspire. We pro-
vide a standard curriculum format to help schools and teachers to devise curricula and pedagogy particularly designed and uniquely suited to their own situations. The Global Campaign for Peace Education would be happy to receive all such curricula to share with others.

Although we solicited materials from all world regions, hoping to make our selections at least minimally representative of the global peace education movement, we are still in need of more materials from areas outside Europe and North America. We continue to solicit and search, and we trust that educators will continue to send us materials. We intend to expand and update this section from time to time and will be augmenting it on the Global Campaign for Peace Education website (www.haguepeace.org). We suggest that educators seeking immediate access to more varied and developed materials consult the original sources from which many of these units were developed, contact relevant organizations, and search the websites listed in Book 3.

The Learning Units

The following learning units are samples organized by relevant Hague Agenda strand and ordered in a developmental sequence according to grade levels: elementary including grades 1-5, middle grades 5-9, and secondary grades 10-12. These levels are convergent with ages 6-10 years, 11-14, and 15-18, respectively.
Strand 1: Roots of War / Culture of Peace

UNIT 1

Peacemakers in the Community

Elementary Grades

“The Hague Appeal for Peace supports initiatives to recognize the role of children and youth as peacemakers.”

—The Hague Agenda, Recommendation 7, p. 19
PEACEMAKERS IN THE COMMUNITY

Young children can be guided to understand that peace is, and a culture of peace will be, the consequence of efforts of individuals and groups committed to making peace by personal actions and cooperative efforts. Civil society, the source of the Hague Agenda, is made up of such individuals and groups. The following sequence of activities has been extracted and adapted from the New York based Resolving Conflicts Creatively Program as a teaching tool to begin developing that understanding. It is geared to upper elementary students, aged 9-10 years.


GRADE LEVEL AND SUBJECTS: Elementary grades, 4-6; language arts, social studies

MATERIALS: Newsprint paper and colored markers to make lists to be posted in the classroom

METHODS: Brainstorming; interviewing; discussing; observing; assessing; story reading and story sharing

CONCEPTS: Peacemaking, peacemakers

OBJECTIVES: Students will be able to

✦ Conclude that peacemaking is a personal commitment;

✦ Observe that there are many opportunities to be a peacemaker in everyday life as well as in special situations;

✦ Assess events and actions to identify peacemaking and peacemakers.

PROCEDURES:
1. Announce that students will interview an adult about peace and peacemakers.

2. Brainstorm a list of interviewing questions and write them on the board or on chart paper.
Some possibilities are:

✦ What does peace mean to you?

✦ Describe a time when you experienced peace. Where were you? What were you doing? Who was with you?

✦ When was a time that you were a peacemaker? What happened? Who were the people involved? How did it turn out?

✦ Are there some ways that you think you are not a peacemaker?

✦ Who are one or two other people who stand out in your mind as peacemakers? Why do you choose them?

3. Model an interview by interviewing a student. Use questions the class has brainstormed, with follow-up questions if appropriate.

4. Have the students interview an adult from the school community whom you have invited to the class. They should use the questions they have brainstormed. Let the students know they can ask questions that are not on the board to follow up what someone has said if it seems appropriate.

5. Closing: Ask the students to identify someone they know whom they regard as a peacemaker, describing what the person does or is doing that they consider peacemaking. Why do they believe these actions to be peacemaking? Make a list of “Our Peacemakers.” Display the list in the classroom.

Additional Activities

✦ Interview Peacemakers in the School.

✦ Discuss peacemakers in the school. Which people around the school act as peacemakers? What have they done? Are school peacemakers only adults, or do students sometimes act as peacemakers? Give examples of peacemakers at work making peace in the school, in the class, in neighborhoods, or villages, and in the world.

✦ Create a list of “Making Peace: Some Examples.” List various actions and behaviors that contribute to peace in all the areas of our lives. Pass the list out to the class or post it in the school.
Unit 1 Peacemakers in the Community

✦ Develop a brief questionnaire with the class. Assign pairs of students to interview people around the school about times they were peacemakers. Have pairs practice by interviewing each other.

✦ Interview older people about peace: Have students use interview questionnaires to interview at least one person their parents’ age and one person older than their parents.

✦ Peace Book: Put together a class book consisting of drawings or photographs of some of the people interviewed together with their most interesting quotations.

Suggestions for Infusion

Journal Writing: Have students use their journals (or create special journals) to record occasions when someone in class acted as a peacemaker or times when they noticed someone in their lives acting as a peacemaker.

Famous Citizens as Peacemakers: The study of famous citizens is already part of the curriculum in many countries. You can infuse peace education into the study of those famous lives by asking about each, “In what ways was this person a peacemaker? In what ways was the person not a peacemaker?”

Biographies of Peacemakers: Check your school library for appropriate biographies of peacemakers. You may want to divide the class into a number of committees and ask each to research one peacemaker and report to the class. Or you may want to focus on one well-known peacemaker. In that case, each committee can look into a particular part of the person’s life and report to the class.
UNIT 2
Peace Heroines and Heroes
Elementary Grades

“The Hague Appeal for Peace supports replacing the glorification of militarism with models of active nonviolence.”
—The Hague Agenda, Recommendation 9, p. 21
PEACE HEROINES AND HEROES

One important component in a culture of peace is people committed to peace and nonviolence. Cultures identify heroes that exemplify their most significant values. In a culture of violence, heroes are drawn from among warriors and conquerors. In a culture of peace, heroes would be those who have struggled nonviolently for justice and positive social change. We suggest that this lesson begin with a discussion to define why peacemakers are important to our lives and our countries. The material on which this lesson is based was designed in New Zealand.


GRADE LEVEL AND SUBJECTS: Adaptable for grades 6-9 in social studies or language arts, or for purposes of community building in the classroom

MATERIALS: Children’s books and videos on nonviolent actions and leaders

METHODS: Reading; films; video viewing; discussion; role play

CONCEPTS: Nonviolence, justice, heroine/hero, social responsibility

OBJECTIVES: Students will be able to

✦ Demonstrate an understanding of how heroes and heroines reflect a culture;

✦ Identify people who personify living for a culture of peace.

PROCEDURES:

This is an exercise focusing on the lives and efforts of men and women who have found themselves in conflict situations, and who have turned their opposition to some problem into nonviolent campaigns for change. It is intended to help students learn about moral courage and commitment to a just society.

1. List Names of peace activists such as: Mahatma Gandhi, Dr. Martin Luther King, Jr., Princess Te Puea, Edith Cavell, Rosa Parks, Dame Whina Cooper, Bob Geldof, Archbishop Oscar Romero, Joan Baez, Karen Silkwood, Te Whitio-Rongomai. Tell about what each has done for peace.
Ask students to add to this list, and give reasons for their additions.

2. Choose an activist for social and political change and find out:
   - When the person lived (if not still living).
   - What problem (or problems) they faced.
   - Who or what formed their opposition?
   - What was the outcome of the stand they took, in which they believed?
   - What tactics did they use in their campaign?
   - Give your evaluation of the degree of their success.

   (If desired, the class could work on this activity in smaller groups of 2 or 3, and then each group would present a brief report during a debriefing session.)

3. Ask the class to tell about heroes and heroines in their own lives and community. Suggested questions: Are there any heroes and heroines in our school or class? How should we honor the heroes and heroines among us?
Strand 1: Roots of War / Culture of Peace

UNIT 3
Violence Survey
Middle Grades

“It is commonly assumed but has never been proved that violence and warfare are inherent in human nature. In fact, many traditions and examples show that active nonviolence is an effective way to achieve social change.”

—Hague Agenda, Recommendation 9, p. 21
VIOLENCE SURVEY

To begin learning the ways of peace and what is needed to develop a culture of peace, students need to understand the culture of violence and how it affects our lives. This lesson might begin with a discussion of violence as harm and damage to people and their lives that could be avoided or eliminated. How to avoid and eliminate violence are the main skills we need to develop to live in a culture of peace. This lesson from New Zealand is one way to begin opening students to the need for learning such skills.


GRADE LEVEL AND SUBJECTS: Adaptable for grades 6-9; social studies, civic education, or for purposes of community building in the classroom

MATERIALS: Clippings from newspapers and news magazines; selections on current incidents and conditions of violence from the internet

METHODS: Reading and clipping newspapers; discussion of current problems and events

CONCEPTS: Nonviolence, justice, heroine/hero, social responsibility

OBJECTIVES: Students will be able to

✦ Assess various forms and levels of violence;
✦ Analyze characteristics of targets (victims) and perpetrators of direct violence;
✦ Begin to envision ideas for change.

PROCEDURES:
1. Prepare for the survey up to a week before the class gets together to do the work. Each student needs close to a dozen news clippings, with content of conflict/violence/dispute. Have newspapers and/or magazines available for those who are not prepared.
2. The exercise begins with a sorting of the whole collection on a pin board or other suitable display space.
3. Create headings such as the following:

✦ Violence in our town/community
✦ Violence against a child
✦ Violence against a woman/women
✦ Violence in another country
✦ Violence in the streets
✦ Violence between two groups
✦ Violence between enemies
✦ Violence/dispute in the workplace
✦ Violence committed by government or the police

As clippings are allocated a place, encourage discussion on the definitions of violence and peace. Ask students, “Do we live in peace?” “Who do we see receiving direct violence in these pictures?” “Who is perpetrating direct violence?” Encourage students to look at all un-peaceful things and see what links there are in THEIR lives. Encourage discussions of all peace issues, not just open warfare. It is through such dialogue that students become aware and educated about true peace, or about how best to tackle the questions of resolving conflict positively.

4. Challenge students to think about what we need to change if we are to live in a culture of peace: in our own lives; in our classroom and school; in our families and community; in our country and the world.
Strand 1: Roots of War / Culture of Peace

UNIT 4
Diversity and Discrimination
Middle Grades

"Ethnic, religious and racial intolerance and nationalism are among the principle sources of modern conflict. The Hague Appeal for Peace supports efforts to eliminate the political manipulation of racial, ethnic, religious and gender differences for political and economic purposes."

—The Hague Agenda, Recommendation 5, p. 17
DIVERSITY AND DISCRIMINATION

The following exercise is intended to help learners better understand the relationship between difference and discrimination, and to consider that the presence of diversity, an important part of a culture of peace, need not lead to discrimination on the basis of difference.


GRADE LEVEL AND SUBJECTS:
Middle grades, 6 – 9; social studies, history, current affairs

MATERIALS: Chalk and chalk board

METHODS: Brainstorming; group discussion

CONCEPTS: Justice, diversity, ethnicity, discrimination, human rights, tolerance

OBJECTIVES: Students will

✦ Expand understanding of the meaning of diversity, the meaning of discrimination, and the difference between them;

✦ Be exposed to real examples from daily life in order to apply and analyze related issues.

PROCEDURES.
Beginning the discussion:

Step 1: Teacher writes the word “diversity” on the board, asks participants to say simply and briefly what this word means for them. Explain that this is a “brainstorm” activity, in which students can share all ideas and responses without being judged.

Step 2: Teacher notes responses in order on the board without making any comment or analysis.
Step 3: Teacher proceeds to the classification of the answers according to their similarity or disparity so as to illustrate various concepts related to “diversity.”

FRAMING DISCUSSION:

Step 4: Teacher leads discussion to distinguish between diversity and discrimination. Try to define further the meaning of diversity by giving instances and explaining the difference between the word/concept and that of discrimination. Elaborate how diversity is disparity, either natural or social, between two or more matters, or two or more things. Discrimination is adding to diversity some sort of social inequality and judgment of the social value and worth of the various diverse matters / things.

CONCLUSION:

Step 5: Work with the class as a whole to explore how diversity can be a source of enrichment. Discuss the ways in which discrimination, on the other hand, is in many instances a source of injustice and violence. While diversity incorporates natural differences (similar to ecological systems and the notion of bio-diversity as ecological balance), discrimination is socially manipulated and created by people to benefit some while hurting others.

Step 6: If desired, explore with the class what diversity without discrimination would look like in their lives and communities. What could be done to begin to create such a vision?
Strand 1: Roots of War / Culture of Peace

UNIT 5
The Chechen War: One View
Secondary Grades

“Traditional approaches to preventing war and building peace have by and large failed disasterously. This is evidenced by the growing brutality of warfare, and the callous disregard for civilian life... Big-power bullying tactics are not diplomacy.”

—The Hague Agenda, Themes, p. 4
Unit 5  The Chechen War: One View

THE CHECHEN WAR: ONE VIEW

This is a learning unit that is readily adaptable to the study of any war of relevance to a class in history, social studies, or conflict studies. Americans could apply the process to the Vietnam War, the Philippines in 1898, the Civil War, the Mexican War of the 1840’s (and others); educators in the United Kingdom to the armed struggle in Ireland; in France to Algeria, Indochina, and the Napoleonic Wars; Japan to the mid-20th Century war in Asia and the Pacific, etc. The learning process, concepts, and issues of the unit provide the basis for a fundamental inquiry into the nature of war and alternatives to war. In all cases, students should be encouraged to envision and describe nonviolent alternatives to armed force in confronting the crisis or dealing with a conflict.

SOURCE: This learning unit is adapted from one produced in 1995 by Emilia Sokolove and Marina Zinovieva at the Education and Culture of Peace Centre, Moscow Banking School, Universitetskii Prospekt 6-4.50, 117333 Moscow, Russian Federation.

GRADE LEVEL AND SUBJECTS: Adaptable to grades 10-12; history, social studies

MATERIALS: Historical overview of the Chechen War (or reading about war being studied); Hague Agenda; blackboard and chalk

METHODS: Questionnaire/essay; expert witnesses; studying resource materials; opinion-forming; "parliamentary debates" and voting

CONCEPTS: Armed conflict, colonialism, intervention, nationalism, nonviolence, independence, democracy

OBJECTIVES:

✦ To study a modern war in its historical context;
✦ To analyze this knowledge and to propose ways out of the current crisis;
✦ To develop among students a culture of peace and nonviolence, and the observance of human rights;
✦ To train young people to resolve conflict situations by humane and peaceful means.
PROCEDURES:

“The Chechen War: One View”

The lesson on this subject was held in the framework of the course component “Russia under Nicholas I.”

1. The preparation stage includes: Acquaintance with literature on the history of relations between Russia and Caucasian peoples and with press material on modern wars in Chechnya; election of the “State Duma speaker”; questionnaire. During the preparation stage students should be given a list of recommended readings, including several books on the history of the Caucasian War of the 19th Century, and the Hague Agenda.

2. The lesson is presented in the form of a "parliamentary session" of the State Duma of Russia,* with the participation of several groups. The number and composition of the parliamentary groups is determined by a preliminary questionnaire survey. The "parliamentary factions" are formed on the basis of the survey’s results and opinions expressed, of debates held, and by means of voting for a final common decision. * When adapted to other countries, the respective representative bodies should be substituted.

3. Initiate the following learning activities and discussions:

3a. Write the central concepts (listed on previous page) on the blackboard and ask how each of them can be seen through different stages of the war, including the background, fighting, and outcome of the war.

3b. Ask the students to reflect for a few minutes on how the observations in the Hague Agenda statement of "Traditional Failure" (quoted above) was manifest in this war.

3c. Form small groups of students to develop possibilities for nonviolent resolution to this armed conflict. Report group conclusions to the class.

3d. What changes would have to occur for these possibilities to be realized? Would any of the Recommendations of the Hague Agenda bring about such changes?

3e. How might the realization of human rights and the practice of democracy help to avoid such wars in the future?
“We have embraced the moral imagination and courage necessary to create a 21st century culture of peace and to develop national and supranational institutions which ultimately must be the guarantors of peace and justice in this world.”

— The Hague Agenda, Preamble, p. 3
CORAZ’S VISION

One of the most effective pedagogical tools of peace education is futures “imaging” or imagining transformations of the world that embody the conditions of peace and justice that motivate the 50 recommended steps toward a culture of peace outlined in the Hague Agenda. Peace educators have long understood the need to cultivate the “moral imagination” of learners, so as to enable them to see peace as an actual condition of a preferred and possible future. The educational task then becomes the designing and imparting of the learning required to bring about the changes that can make the possible future a probable one. This learning unit provides teachers with a sample of an exercise in futures visioning to be adapted to their own pedagogical purposes.

SOURCE: “Vision for Women in the 21st Century” was the substance of the closing statement of the Plenary of the Court of Women delivered by Cora Weiss, President of the Hague Appeal for Peace, on March 7, 2001, in Capetown, South Africa.

GRADE LEVEL AND SUBJECTS: Grades 8-12; social studies, gender issues, current affairs

MATERIALS: Copies of “Vision for Women in the 21st Century” as it appears at the end of this unit; copies of the Hague Agenda; newsprint or blackboards

METHODS: Discussion; analyzing text; envisioning a culture of peace; planning transitional strategies for change; brainstorming possible actions to be taken; identifying new learning required to carry out change process

CONCEPTS: Culture of peace, gender justice, social change action

OBJECTIVES: Students will

✦ Describe the world conditions they believe would characterize a culture of peace;

✦ Outline the main world changes required to achieve such conditions;

✦ Identify actions to be taken by individual citizens, civil society organizations, and governmental institutions to achieve the changes;

✦ Designate what they will need to learn to participate effectively in the change process;

✦ Consider the relationships between gender and peace.
PROCEDURES:

Step 1: Distribute the text, “Vision for Women in the 21st Century.” Ask students to read and respond to any of the questions embedded in the text.

Step 2: Next, form four small groups to discuss the potential consequences of the numbered questions. Assign one question to each group.

Step 3: Have the groups report their responses outlining the consequences that would occur should the change be brought about.

Step 4: Ask students to return to their groups to plan actions to bring about the changes they found desirable. Review the 50 points of the Hague Agenda to see if some of the recommendations would be appropriate and effective.

Step 5: Ask the groups to describe their own dreams of a culture of peace and how to achieve them.

Step 6: After the whole class discusses and compares dreams and action plans, ask what they need to learn to work for peace.

Step 7: Make a list of learning objectives for peace activists.
Handout

Vision for Women in the 21st Century

I dream
Not day dreams
Nor nightmare dreams
Not impossible dreams
I dream, “what if” dreams

What if AIDS were only a verb? As, “She aids her aging parents.”

What if the people fighting pharmaceutical companies and people for peace and justice would support each other? It would multiply our numbers and our strength.

What if the nearly one billion guns and small arms that are in uncontrolled circulation used to kill nearly 6 million people a year – more than die from malaria and HIV – what if they were all destroyed?

What if the arms trade were taxed, or stopped? (Question #1)

What if children went to school and learned a new skill? Reading, writing, arithmetic, and reconciliation?

What if peace were learned? I dream that peace education is integrated into all school curricula.

What if we all learned nonviolent approaches to conflict?

What if nuclear weapons were all abolished? (Question #2)

What if half the candidates running for office at every level in every country were women? (Question #3)

I dream that the women of East Timor are half the members of parliament, half the new government.

What if women were at every negotiating table? (Question #4)

Women, my friends, are the glue that hold societies together.

I dream that human rights are never separated from peace and justice.

I dream – what if everyone understood the 50 points of the Hague Agenda for Peace and Justice for the 21st Century? It’s a way to get from a culture of violence to a culture of peace.
I dream that every child reads and understands the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*.

I dream the results of the Tokyo Women’s Tribunal for the Trial of Japanese Sexual Slavery be known to all people.

I dream that no country is allowed to have a military budget that is larger than its health and education budgets combined.

I dream that women never settle for token numbers anywhere, anymore.

Men have run the world since the beginning of time, and from the point of view of violence, illiteracy, poverty, racism, and gender inequality – they have failed.

So I dream that one day women and men will share power, and that both will run the show.

I dream that the resolution that women wrote and was unanimously adopted by the Security Council, #1325, is fully implemented, and that we see, as a result, women involved fully and equally in all peace processes. *

**What if** just as slavery, colonialism, and apartheid have been abolished, so, too, war is abolished? Our laws and our taxes would no longer support men to make weapons and train young people to go to war to kill and destroy.

I dream of peace and justice.
I dream women will make it happen.

* Copies of SC Resolution 1325 are available from the Hague Appeal for Peace or online at [http://www.peacewomen.org/un/sc/1325.html](http://www.peacewomen.org/un/sc/1325.html).
Strand 2: International Humanitarian and Human Rights Law and Institutions

UNIT 7
The Convention is Essential to the Lives of Children
Elementary Grades

“The Hague Appeal for Peace supports initiatives to ensure the universal adoption and implementation of the Convention on the Rights of the Child including the elimination of child labor and the use of child soldiers.”

—The Hague Agenda, Recommendation 7, p. 19
Unit 7  The Convention is Essential to the Lives of Children

THE CONVENTION IS ESSENTIAL TO THE LIVES OF CHILDREN

"The Unit that follows introduces the *Convention on the Rights of the Child* and provides an opportunity to demonstrate how human rights issues relate to other world questions such as the health of the environment, and how symbols and folk art can express human experience and meaning. The tree of life is a wonderful metaphor for use in human rights education. Metaphors of living systems also help to introduce learners to holistic and ecological thinking. This Unit [and Unit 8] were designed by Susan Lechter, a Canadian graduate of Harvard University and Teachers College, Columbia University."


**GRADE LEVEL AND SUBJECTS:**
Elementary grades, 3 – 6; language arts, social studies, art

**MATERIALS:** Newsprint, magic markers, a large piece of cardboard, assorted markers, colored construction paper; copies of the complete CRC can be found on-line (www.unicef.org/crc/crc.htm) or ordered from the United Nations.

**METHODS:** Defining and distinguishing between rights and needs; interpreting the articles of the *Convention on the Rights of the Child (CRC)*

**CONCEPTS:** International conventions, principles, human rights, basic needs

**OBJECTIVES:** *Students will*

- Acquire information about children’s rights through study of specific articles from the Convention, and they will also be introduced to information about some obstacles to the fulfillment of these rights;

- Recognize some denials of the human rights of children, and participate in a group project aimed at helping to overcome these denials;

- Develop a sense of their own individual places in their world, and develop respect and concern for others around them and for children who are victims of unfortunate and dire circumstances.
LESSON

OBJECTIVES: Students will

✦ Learn to distinguish between wants and needs;

✦ Identify basic survival needs;

✦ Become acquainted with the principles and provisions of the CRC.

PROCEDURES:

1. Draw the Tree of Life on a large piece of cardboard and have students color it. The roots can represent the four basic needs of children outlined in the convention. Tell the children that the tree will not survive without having its basic needs fulfilled and protected, and neither will the children. Ask what trees need to survive and grow; note why trees are important to our life and the life of the planet. The future of the Earth depends a good deal on healthy trees and living forests. It also depends on healthy children and peaceful communities. Ask what children need to survive and grow. A theme to stress is that unless the children’s needs are fulfilled they cannot grow, learn, and develop. List the needs identified on newsprint and post them in the classroom.

The trunk is the entire CRC from which the branches, twigs and leaves grow. The branches may represent the basic principles of the Convention on the Rights of the Child. Explain that principles are ideas about what is good and important, guidelines for what needs to be done. The CRC extends these ideas out into the world for all to know, just as the branches extend the tree and its leaves into the air providing us with oxygen. When children enjoy health and wellbeing the whole community is better off, just as we have a healthier environment when there are lots of healthy trees.

The twigs can be the individual articles of the CRC. The teacher can select an appropriate number of the articles most relevant to the topics to be emphasized. Each leaf may represent a child in the class. This Tree of Life will be a symbol to draw on throughout the lessons to follow.

2. On separate pieces of large paper print a summary of each CRC article selected for class discussion. Divide the children into learning groups. Each group is to receive one summary. As you distribute them read each aloud to the entire class. Then allow a few minutes for the children to discuss the article while you pass out drawing paper. Ask the children to relate the needs they listed to the rights they have discussed. Write the number of the article stating the right next to the need it is intended to assure.
Unit 7  The Convention is Essential to the Lives of Children

3. In small groups, students will do drawings representing one article of the CRC. Put the number of the article represented on each drawing, and put the drawings all around the classroom. The teachers will then put the number on a twig on the Tree of Life.

4. Announce that students will do drawings of the articles at the end of each lesson until all the articles are completed. Repeat this exercise until all articles studied are on the Tree of Life. Needs may be added to the list if others are discovered in discussing the rights.

Note: The children need not try to remember all the articles, but should discuss them so that their purposes are understood.
Strand 2: International Humanitarian and Human Rights Law and Institutions

UNIT 8
Children Need Protection from Hurt and Harm

*Elementary Grades*

“Children and youth continue to be exploited and victimized, particularly in violent conflict situations where harming children has become not only a consequence, but frequently a strategy of war.”

—The Hague Agenda, Recommendation 7, p. 19
CHIL DREN NEED PROTECTION FROM HURT AND HARM

In the following set of activities, children can be helped to understand that the purpose of human rights standards is to assure that people do not suffer unnecessary harm and that children, in particular, have need of care to protect them from harm and help them to learn and grow up.


GRADE LEVEL AND SUBJECTS:
Elementary grades, 3 – 6; language arts, social studies, art

MATERIALS:  Lists of names of sixth-grade students who will participate in a “caring buddy system”; materials for making puppets; drawing materials; copy of the *Convention on the Rights of the Child* (see Unit 7 for more information on obtaining a copy).

METHODS:  Use of problem-based scenarios; role playing; use of puppets

CONCEPTS:  Inclusivity, harm, mutual responsibility, caring, security, universality, cultural diversity

OBJECTIVES:  Students will

- Recognize the importance of protecting children and providing them with a safe and secure environment (Articles 20, 33, 36);

- Understand that all children regardless of race, ethnicity, religion, refugee status, or disability are entitled to protection (Articles 2, 22, 23, 30);

- Know that no child should be the victim of cruel treatment or abuse of any kind, nor should he or she be used and taken advantage of in any way (Articles 36, and 37);

- Realize that children need special care and protection to grow into healthy and responsible adults (Articles 2, 22, 23, 30).

PROCEDURES:

1. Present a scenario where a child is prevented from or unable to participate in a class activity. Children can
act out the scene or may dramatize it by making puppets and role playing the puppet characters. Discussion should follow on their feelings of exclusion, anger, and powerlessness, and about appropriate behavior and ability to change the situation. How can activities be planned to assure that all participate? What if some children are physically challenged or “differently-abled”? In what ways can they help their classmates to be fair and “inclusive”? What responsibilities do all class members have in regard to the limitations of others? What responsibilities do the “physically challenged” have?

2. Discuss students’ thoughts and feelings about why refugee children are homeless, and the concepts of having no home and no security. Discuss what is meant by “security.” Do students feel secure? Why or why not? In what ways?

3. A “buddy system” may be implemented in the school between older and younger classes so that older students can experience a sense of responsibility for their younger “buddies” and younger students experience being cared for. This care may be defined in terms of an older “buddy” looking out for the best interests of the younger student with respect to his or her adjustment and comfort at school in both the academic and social arenas. The buddies should be encouraged to “check in” with each other daily before or after school, and to meet once a week to work on homework together, or perhaps team up with other buddies for recreation. Monthly meetings can take place in large groups with the teachers exploring what the children have done and learned in their buddy dyads. The children can then organize into groups, the older children in one and the younger in another. The older students can discuss the concept of responsibility for their “buddies.” The younger children may share their feelings of being cared for or looked out for by the older ones, and think about how they might look out for still younger children.

4. Revisit the Tree of Life. Write out and decorate the articles covered in this section and attach them to the tree.

5. Choose several different cultures and present them to the class. Describe how the Tree of Life may be different for the children of the different cultures. For example, the children of the Kung tribe of hunters-and-gatherers of Southern Africa’s Kalahari desert will have wants and needs similar to and different from their own. Discuss the universality of the basic needs of children, especially the needs for care and protection from harm.

6. Closure: Have children draw individual Trees of Life as representations of their own lives and what they consider to be important roots, activities, and relationships. The roots can be their basic rights and needs as learned throughout the previous sessions. The branches may represent their interests and goals. The twigs can be their studies and actions for human rights, and the leaves can be labeled with the names of their families and friends who are helping them to achieve their goals. All the trees can be the forest of the world in which they hope to live. When their trees are completed, ask the class to describe their hopes for the forest, the world, and their future.
The violation of human rights is one of the root causes of war. These violations include the denial of economic, social and cultural rights, as well as political and civil rights.

—The Hague Agenda, Themes, p. 5
NEEDS, RIGHTS, AND HUMAN DIGNITY

The *Universal Declaration of Human Rights* is probably the most significant of all the basic material that would go into a core curriculum of education for a culture of peace. By reviewing the standards the UDHR presents as common goals for all the nations of world society, we can see the fundamental economic, social, cultural, and political conditions that people of the world would enjoy in a culture of peace.


**GRADE LEVEL AND SUBJECTS:**
Middle grades, 6 – 9; social studies, history, current affairs, global studies, ethics

**MATERIALS:** Simplified version of the *Universal Declaration of Human Rights (UDHR)*, p. 53, or available at <www.un.org/Overview/rights.html>; blackboard and chalk, or newsprint, tape, and markers

**METHODS:** Identifying human needs and related rights; assessing the condition of the enjoyment of human rights in the students’ country; analysis of human rights documents

**CONCEPTS:** Justice, human rights and needs

**OBJECTIVES:** Students will

- Become familiar with the *Universal Declaration of Human Rights*;
- Increase understanding of the relationship between rights and responsibilities;
- Explore the relationship and distinction between human needs and human rights;
- Identify the conditions of a peaceful society, as illuminated in the *UDHR*.
PROCEDURES:

Introduce the subject of this exercise by announcing that the primary and fundamental source of all international treaties intended to realize human rights is the *Universal Declaration of Human Rights* (1948). The *UDHR* was drafted to prevent the injustices, deprivation, and restrictions on freedom that caused many wars. The designers of the *UDHR* hoped that, as a standard for all nations, it could eliminate the occurrence of a third world war.

Step 1: Ask students to help you make a list of all the basic needs that are inherent in being a human being. List these needs on the blackboard.

Step 2: Suggest that these needs can be divided into various categories such as “survival” and "physical wellbeing," “social” and “community,” “participation” in making decisions that affect one’s life, or others. Group all the needs according to these categories and keep them posted on the blackboard or the classroom walls.

Step 3: Break students into groups, one for each category, and ask them to report back whether they think the one category of needs on which they focused is, in fact, met in our society. Characterize our society as to whether it allows individuals to meet their needs and use their potentialities, and helps them develop their qualities as human beings.

Step 4: Ask each group to envision and characterize the goals of a society that they think will allow them to meet their basic needs and to develop their potentialities as human beings.

Step 5: Ask each group to report on its discussion in a few words. Listening to these presentations, the teacher should construct a chart divided into three columns: (1) Basic human needs; (2) Present condition of society; and (3) Desired goals for a preferred society. Post the chart along with others on the classroom walls or blackboard:

1. Human Needs
2. Present Condition of Society
3. Our Goals for a Preferred Society
4. Human Rights

Step 6: Constructing a fourth column, (4) human rights, the teacher shows the different human rights needed to enjoy, to protect, and to enhance one’s dignity. Explain that for every basic need there is a corresponding human right, first introduced in the previous exercise. Draw upon the relevant human right by using the appropriate article number from the simplified version of the *Universal Declaration of Human Rights* handed out with this Unit.
Unit 9  Needs, Rights, and Human Dignity

Step 7: Open a discussion about column 2, where human rights violations may be identified, and column 3, which gives a glimpse of what lies ahead when human rights are finally respected, protected, and promoted. Ask members of each group previously formed to look at needs: What could be done in our society to meet basic human needs and protect human rights? What might be done internationally by the United Nations and by human rights organizations?
Handout

A Simplified Version of the *Universal Declaration of Human Rights* (1948)

1. All human beings are born free and equal. We are all the same in dignity and rights, and each has the same rights as anyone else. This is because we are all born with the ability to think and to know right from wrong, and so we should act toward others in a spirit of friendliness.

2. Everyone should have the same rights and freedoms, no matter what race, sex, or color he or she may be. It shouldn't matter where we were born, what language we speak, what religion or political opinions we have, or whether we are rich or poor.

3. Everyone has the right to live, to be free, and to feel safe.

4. The buying and selling of people is wrong, and slavery should be prevented at all times.

5. No one should be put through torture, or any other treatment or punishment that is cruel or makes the person feel less than human.

6. Everyone has the right to be accepted everywhere as a person, according to law.

7. You are entitled to be treated equally by the law, and to have equal protection of the laws.

8. If your rights under the law are violated, you should have the right to have fair judges who will see that justice is done.

9. You should not be arrested, held in jail, or thrown out of your own country for no good reason.

10. In case you have to go to court, you have the same rights as anyone else to a fair and public hearing by courts that are open-minded and free to make their own decisions.

11. If you are blamed for a crime, you should be thought of as innocent until you are proven guilty. You shouldn't be punished for something you did that was not illegal when it happened.

12. No one should intrude into your privacy, family, home, or mail, or attack your honesty and self respect for no good reason.
13. Within any country you have the right to go and to live where you want. You have the right to leave any country, including your own, and return to it when you want.

14. You have the right to seek freedom from harassment in another country.

15. No one should take away your right to belong to the country where you’re from.

16. Grown men and women have a right to marry and start a family, without anyone trying to stop them because of their race, country, or religion. Both have to agree to marriage, and both have equal rights in getting married, during the marriage, and if and when they decide to end it.

17. Everyone has the right to have belongings that they can keep alone or share with other people. No one should take your things away for no good reason.

18. You may believe what you want to believe, have ideas about right and wrong, and believe in any religion you want, and you may change your religion if you want without interference.

19. You have the right to tell people how you feel about things without being told to keep quiet. You may read the newspapers or listen to the radio, and you have the right to print your opinions and send them anywhere without having someone try to stop you.

20. You have the right to gather peacefully with people, and to be with anyone you want, but no one can force you to join or belong to any group.

21. You have the right to participate in your government directly or by choosing representatives in fair elections in which each vote counts the same, and your vote is private. Because people vote, governments should carry out the people’s will and consider their needs and interests.

22. You have the right, as a member of society, to the economic, social, and cultural rights that are necessary for living a life of dignity and the free development of your personality.

23. As an adult, you have the right to work, to free choice of employment, to just and fair conditions of work and to protection against unemployment. You have the right to equal pay without discrimination, and the right to join trade unions.

24. You have the right to rest and leisure, including limited working hours and vacation.

25. You have the right to a standard of living that enables you and your family to live with health and wellbeing. Food, clothing, housing, medical care, and employment security are
all your rights. Mothers and all their children, regardless of the circumstances of their birth, are entitled to special care and assistance when necessary.

26. You have the right to free, basic education. Education should be directed to the full development of the human personality and to the strengthening of respect for human rights and freedoms. It should promote understanding, tolerance, and friendship among all nations and racial or religious groups, and should further the activities of the United Nations for the maintenance of peace. Parents have a right to choose the kind of education that shall be given to their children.

27. You have the right to freely participate in the life of your community including the arts, culture, and scientific advancement of society.

28. You have the right to a social and political order in which the rights and freedoms of the UDHR can be fully realized.

29. You have not only rights, but also responsibilities within your community.

30. The exercise of your rights must be aimed at promoting, not destroying, the rights elaborated in the *Universal Declaration of Human Rights*. 
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UNIT 10
Demobilizing Child Soldiers
Middle Grades

“The Hague Appeal encourages non-governmental organisations to contribute to campaigns to demobilize child soldiers and to explore other methods by which children’s rights may be protected.”

—The Hague Agenda, Recommendation 19, p. 28
Unit 10  Demobilizing Child Soldiers

DEMOBILIZING CHILD SOLDIERS

In recent wars, especially in Africa, many children have been forced into participation in armed conflict, and virtually enslaved to hostile factions. This situation is a severe violation of international human rights and, particularly, the rights of children.

SOURCE: This unit is based upon an NGO statement to a body of the United Nations. It speaks to one fundamental need of demilitarizing security, the demobilization of child soldiers.

GRADE LEVEL AND SUBJECTS:
Middle grades, 5 – 9; social studies, history


METHODS: Problem research; strategy planning for citizen action; taking action for human rights protection

CONCEPTS: Communism, militarism, armed conflict, human rights, human rights conventions

OBJECTIVES: Students will

✦ Gain awareness of the pervasiveness and multiple forms of military violence in times of armed conflict;

✦ Be introduced to the topic of child soldiers;

✦ Be acquainted with the concept of the human rights of children;

✦ Be introduced to the Convention on the Rights of the Child;

✦ Be introduced to aspects of the United Nations system;

✦ Understand the significance of international law in preventing and punishing human rights violations.
PROCEDURES:

1. Distribute copies of the Pax Christi Statement and the Convention on the Rights of the Child to the entire class to be read as homework.

2. Explain what the International Labour Organization (ILO) and the UN Commission for Social Development are, and how their work relates to human rights, particularly those of children.

3. Form cooperative learning groups to undertake the following tasks:
   - Research the problem of child soldiers in news magazines, newspapers, worldwide web. Bring clippings and printouts to class to post on bulletin board so all the class can read them.
   - Research the Commission for Social Development and UNICEF to learn of their responsibilities and work for the human rights of children.
   - Research the history and preliminary documents to the Convention on the Rights of the Child (i.e. UDHR, the "International Bill of Rights" – the first two human rights conventions – and the Declaration on the Rights of the Child).

4. Read the Hague Agenda, Recommendation 19 in class and announce that this issue will be the subject of discussion tomorrow.

5. Ask the students to reflect upon the situation of child soldiers and what this problem reveals about modern warfare.

6. Next class, open a discussion on the issue of "Who are the Victims of War?"

7. Follow this with a session of brainstorming on what we can do to eliminate the problem of child soldiers. Have the students choose three actions, and decide which of the three each student would like to work on. Form task groups for each action. The teacher should assist the groups as necessary, encouraging as much independent action as possible.

8. Hold periodic reporting sessions for the groups to let the whole class know what they are doing and what responses and results they have had.
Handout

Ref.: DE.04.E.01

Oral Statement of Pax Christi International for the Thirty-ninth Session of the UN Commission for Social Development

The work of this commission is crucial in keeping alive the commitments of the 1995 World Summit for Social Development and of the five-year review of the World Summit. We urge a development of methodology in the work of the commission through linkages with efforts at sustainable development, human rights, and peace and security. We have given examples in each of these three areas in our written statement, and here will focus on the linkages between social development and peace and security. We know that the commission can contribute by analysis of these linkages and also by promoting the widespread dissemination of accounts of good practices.

Child Soldiers as the Worst Form of Child Labour

The Commission for Social Development can take leadership calling attention to good practices in accord with the ILO Convention on Eliminating the Worst Forms of Child Labour. This convention came into force only last year. Now is the time to research and hold up models of compliance with the convention. We want to call your attention to the treatment of child soldiers in the ILO Convention.

The ILO convention includes child soldiers as one of the worst forms of child labour. Child soldiers means any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers, and those accompanying such groups other than purely as family members. It includes girls recruited for sexual purposes and forced marriage. It does not, therefore, refer only to a child who is carrying or who has carried arms. This indeed is an area of great concern regarding social protection and the reduction of vulnerability—the priority theme of this session of your commission.
Strand 2: International Humanitarian and Human Rights Law and Institutions

UNIT 11
A People’s Tribunal
Secondary Grades

“The international criminal tribunals for the former Yugoslavia and Rwanda represent the first steps since the end of World War II towards holding individuals criminally accountable for violations of international humanitarian and human rights law.”

—The Hague Agenda, Recommendation 14, p. 24
A PEOPLE'S TRIBUNAL

The recent war crimes trials addressing the violations of international law in conflicts in Europe and Africa build upon the traditions of the Nuremberg and Tokyo trials following World War II. The International Criminal Court (ICC), in the process of development at the outset of the 21st Century, will be a major landmark in the evolution of international law. Civil society played a major role in the development of the Rome Statute to establish an ICC and continues to play an important role in the pursuit of justice for victims of war crimes and other violations of international humanitarian and human rights law. Students must be made aware of this history and the new possibilities of international law.

SOURCE: This simulation was designed by the authors of Learning to Abolish War as a device to educate about international humanitarian and human rights law, a subject area we consider essential to human rights education and education for a culture of peace.

GRADE LEVEL AND SUBJECTS:
Secondary grades, 10-12; social studies, world problems/global issues, human rights, gender studies


METHODS: Research and report writing; critical analysis and discussion; role playing and simulations

CONCEPTS: International law, human rights, crimes against humanity, gender crimes, international tribunals
OBJECTIVES:  Students will

✦ Review the substance and purposes of particular international human rights standards;

✦ Become acquainted with processes and procedures of international criminal tribunals;

✦ Understand the significance of international law to punishing and preventing crimes against humanity;

✦ Understand the potential of international law as a means to eliminate armed conflict and abolish war.

PROCEDURES:

Introduction: Begin this unit with a discussion of the peace concepts upon which it is based and the legal measures that have recently been taken to apprehend, try, and punish those who have committed gender crimes during times of armed conflict. Then recount some background on the “people's tribunal” intended to establish the legal responsibility of the Japanese government for the sexual enslavement of the “Comfort Women.” Observe that there are other egregious gender crimes the perpetrators of which have also never been brought to justice. Note that the trials related to the war crimes committed in Bosnia found rape to be a crime against humanity, and that some legal scholars also seek to establish that it is a form of torture that should be prosecuted within the framework of the International Convention on Torture.

NOTE: Be sure to alert students to the fact that this subject matter is of a very sensitive nature, and that students should be free to excuse themselves from the lesson if it is necessary to their own feelings of wellbeing.

Background: International Women's Tribunal on War Crimes

In December 2000 a people's war crimes tribunal was held in Tokyo, Japan. Organized by women's non-governmental organizations of Japan, South Korea, and the Philippines, this NGO initiative sought to rectify a serious omission of the 1945 Tokyo War Crimes Tribunal that left unacknowledged and unpunished the crimes of humanity against women forced into military sexual slavery by the Japanese war machine waging World War II.
The organizations mounted a serious and legally authentic trial based upon years of research that produced extensive evidence of the enslavement, to provide sexual services to the Japanese military in combat areas, of young women and girls (some before puberty) from Korea, China, Indonesia, Malaysia, Burma, and the Philippines.

The findings and judgements of the tribunal are significant landmarks in bringing international law to bear on the punishment and prevention of gender crimes committed as a strategy of war. These documents would make productive reading in all secondary schools as background for study of the International Criminal Court.

Simulated Tribunal on Gender Crimes Against Humanity

PROCEDURES:

1. Announce to the class that, in order to study human rights and international law, they will prepare and simulate a tribunal on egregious violations of the human rights of women that are argued to be crimes against humanity. Briefly describe several such cases and invite the students to choose one to research and simulate.

   1.1 Gender crimes committed in any of the following or other situations of armed conflict: Vietnam War of the 1970s, Civil War in El Salvador in the 1980s, the rule of the Taliban in Afghanistan in the 1990s;

   1.2 The crimes against women under the military dictatorships of the 1970s in Greece, Chile, or Argentina;

   1.3 Crimes against women living under long-term military presence such as the Philippines, South Korea, and Okinawa.

2. Assign specific research topics to cooperative learning groups. Provide lists of sources and resources such as names and addresses of NGOs, relevant web sites. Provide topics 3.1 – 3.5 below as research guidelines. Allow three weeks for the research.

3. Allow three class periods to review and discuss the results of the research, calling for findings in these areas:

   3.1 Historic circumstances under which crimes were committed;
3.2 The various persons and groups involved;

3.3 The nature and extent of the crimes;

3.4 The international laws and human rights standards violated in the commission of the crimes.

3.5 Review the above findings to formulate the charges (the indictment).

3.6 Decide the following at the conclusion of the review:
   a. Who will be charged with the crimes (defendants)?
   b. Who will bring the case to the tribunal (plaintiff)?
   c. Who will be designated as victims (primary witnesses)?
   d. Who will be designated as persons having first-hand information about the crimes (secondary witnesses)?

4. Assign roles for the simulation:
   4.1 Judges – who will use the international human rights legal standards to formulate a judgement on the case;
   4.2 Prosecutor(s) – who will use the evidence gathered in research to prove the charges that the accused have violated the international legal standards as interpreted by the prosecution;
   4.3 Defense Counsels – who will use the evidence and interpret the standards to refute the charges;
   4.4 Witnesses – who will give testimony on their direct knowledge of the case (Witnesses could include alleged victims);
   4.5 The accused – who will be seated in the dock during the trial and may or may not be called to give testimony (a statement made under an oath of truth);
   4.6 Media and Observers – who will write reports on the case, make their own assessments of the arguments of the prosecution and the defense, and the validity of the judgements.

5. Assign students a period of time to prepare their roles and then begin the following procedures:
   5.1 Prosecutors finalize the indictment and briefs to prove it;
   5.2 Defense team prepares defense of the accused and briefs to refute the indictment or argue that the charges do not fall under the legal names and standards cited in the indictment;
Unit 11 A People’s Tribunal

5.2 Prosecutors announce indictment in class;

5.4 Prosecutors and defense announce their respective lists of witnesses.

6. Role play the tribunal:

6.1 After all evidence has been presented and all witnesses examined, the prosecution and the defense will each present summary arguments to the judges.

6.2 The Judges are then given time to prepare their judgements.

6.3 Media prepares a summary report of the trial to “broadcast” to the class.

6.4 Observers discuss their opinions of the case, the strength and persuasiveness of the arguments and the accuracy of the media report. (May prepare “letters to the editor” on the subject.)

7. Judges present their judgements based on their interpretation of the standards and their assessments of the evidence and arguments presented by the prosecution and the defense.

8. Debrief the whole process and discuss the significance of such a trial and the potential contribution of the International Criminal Court to the punishment and prevention of gender crimes against humanity.

9. Hold a debate on the need for and sustainability of the proposed International Criminal Court.

10. Ask for opinions on whether the present international legal standards are adequate to prevent and punish gender crimes or if the students think additional standards should be formulated or protocols added to existing ones.

Optional: View the videotape of the Tokyo International Women’s Tribunal on War Crimes, December 2000, and the decision of the judges handed down in December 2001. Compare the decision and the arguments of this tribunal with those of the tribunal simulated in class.
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UNIT 12
Wangari’s Case
Secondary Grades

“Civil society has flourished since the end of the Cold War... Grassroots efforts are having a major impact. They are succeeding because they mobilize ordinary people, because they integrate different sectors (human rights, the environment, humanitarian assistance, disarmament, sustainable development, etc.) and because they invite the full participation of affected groups.”

—The Hague Agenda, Preamble, p. 3
Every society has human rights heroes and heroines. In this case, a Kenyan woman devoted to national development and preservation of the environment encountered unfair social and political obstacles in the way of her cause. Nevertheless, by linking with others, she pressed on in ways that benefit us all, asserting her human rights even under the most difficult circumstances. The Greenbelt Movement, an environmental women's network that she started, has spread worldwide, despite harsh opposition from powerful elites. It is one of the main environmental movements in global civil society.


Grade Level and Subjects: Secondary grades, 9 - 12; political science, current affairs, environmental studies

Materials: Clear recording of the case and/or copies of “Wangari’s Case” (below)

Methods: Case study; discussion; group sharing

Concepts: Justice, human rights, activism and advocacy, gender issues, environmental justice

Objectives: Students will

- Gain an appreciation for the need for people to work for the common good of all;
- Increase awareness of advocacy, and learn that asserting one's rights may result in resistance, but it is important to keep trying;
- Explore the cause and impact of gender stereotyping and consider issues of justice in light of gender differences;
- Develop awareness of the inter-relatedness of social issues such as human rights and environmental sustainability; students will practice linking human rights learning with action for causes such as preservation of the environment and a commitment to democracy.
PROCEDURES:

Step 1: Elicit from the students their own experience with or knowledge of problems of the unfair application of social rules and/or legal rules. Ask for examples of unfair gender stereotyping, social pressure to discourage doing what you think is the right thing or helping others, and unfair police action.

Step 2: Tell students they are going to encounter a true case study about a human rights heroine in Kenya. Have a good quality tape recording of the case, preferably read slowly and clearly by a woman reader. Alternatively the facilitator can read "Wangari’s Case" set out in the next step.

Step 3: Read or play a tape recording of the following:

WANGARI’S CASE

In June, 1977, Wangari Maathai planted 7 trees in memory of Kenya’s national heroes. In doing this, she started a movement called the Greenbelt Movement. By 1992, this national movement of over 50,000 women had planted over 10 million trees and saved thousands of acres of topsoil. Today it has members all over the world, including in Ethiopia. It has spread to other countries and received an environmental award from the United Nations. The Greenbelt Movement plants trees to stop sod erosion, use as fuel, beautify, and earn income for its members. They support tree nurseries organized and run by women who raise and sell seedlings to be planted on Kenya’s public and private lands. They plant multipurpose trees, such as oranges, avocados, and olives, which can be used for food and fuel. They also plant indigenous trees, such as baobab, fig, and acacia, which had been uprooted since the arrival of colonial powers.

Although Wangari and the Greenbelt Movement are doing good work that helps everyone, she said: “You cannot fight for the environment without eventually getting into conflict with people in power.” For her, an environmental movement is part and parcel of Kenya’s pro-democracy movement. It seeks to help people regain control over what happens to their land and to ensure their involvement in determining the direction of the nation’s development. But this has not been a popular goal among Kenya’s politicians and authoritarian rulers, and Wangari has suffered as a result.

Born in 1940, Wangari has long been interested in promoting changes in her country. She was the first Kenyan woman to become a professor of biology in Kenya. She also is the mother of three children, but her husband has left her because of her activism. Influential women showing strong leadership have a difficult time in this society that
Unit 12  Wangari's Case

has long been dominated by men; and her husband, a politician, was accused by other politicians of being "unmanly" for not controlling his wife.

In 1989, Wangari criticized the Kenyan government by leading a fight against the President's effort to build a 60-story office building, plus a four-story high statue of himself, and to do so in the middle of a downtown park. She convinced the donors from Great Britain, Denmark, and Japan to withdraw their financial support of the project, and she also led opposition to the President's plans to destroy 50 acres of forest outside of Nairobi so that roses could be grown for export.

In 1992, Wangari and other members of her group joined a hunger strike in Nairobi's Uhuru (Independence) Park conducted by women who were campaigning for the release of all the political prisoners whom the President had sent to jail for criticizing him and some who were jailed for working to improve the environment. Riot police charged the crowd in the Park, and tear gassed and clubbed many of them, including Wangari. She was taken to the hospital by friends and supporters. But even from her hospital bed, she called a meeting of journalists to criticize repressive political leaders and to reaffirm principles of human rights and of the importance of saving our natural environment from spoiling and destruction. Wangari has recovered from her police abuse and is active today in promoting the Greenbelt Movement all over the world. Her followers say that it goes to show what one person can do.

**Step 3:** Discuss the case study with the class. Explain that the case study is all about people trying to do things for the common good, even when the rules are unfair. Note that this is the history of a real person in Kenya who is continuing her work today.

**Step 4:** Open up a discussion of the case, asking students to help the teacher to make a list of all the unfair things that happened to Wangari. How do these unfair things show the misuse of rules? Are they connected to human rights? What are some of the human rights violations involved in Wangari's case?

**Step 5:** Ask the students how they would like the case study to end? Is it possible for these same kinds of things to happen in other countries? Ask, if Wangari were a citizen of this country (their own country), and these events happened here, what are some things students could do about them?

**Step 6:** Use a "go around method" to wrap up this discussion. In a circle, each student has a chance to voice his/her thoughts, feelings, opinions, etc. about the case, or to share something learned.
OPTIONAL: ADDITIONAL CASES IN ENVIRONMENTAL RIGHTS ACTIVISM...

Ask students to research and report on the work of the following activists who have linked environmental issues to citizen responsibility, human rights, and peace. Teachers and students may want to add others to the list:

✦ Rachel Carson (USA), author of *The Silent Spring*, warned of the environmental dangers of agricultural pesticides.

✦ Helen Caldicott (Australia), author of *If You Love This Planet: A Plan to Heal the Earth*, demonstrates environmental and health damage caused by nuclear weapons.

✦ Vandana Shiva (India), author of *Staying Alive*, links western development policy, agri-business, militarization, gender issues and the economic rights of the poor.

✦ Chico Mendes (Brazil), martyred tree topper, organized for the preservation of rubber trees in the rainforests of Brazil.

✦ Ken Saro-wiwa (Nigeria), martyred organizer of Nigerian rural poor who were displaced by multinational oil companies.

✦ Karen Silkwood (USA), martyred nuclear plant worker, and was a whistleblower on health dangers of low level radiation.

✦ Rosalie Bertell (USA), physicist leads a campaign similar to Silkwood.

✦ Arundhati Roy (India), author of *The Cost of Living*, denounces environmental destruction and displacement of indigenous peoples by Naramada Dam.
Strand 3: Prevention, Resolution and Transformation of Violent Conflict

UNIT 13
Sharing Game
Elementary Grades

“Let us all share our vision, open-mindedness, solidarity and willingness to learn in a truly inter-generational exchange based on mutual respect, trust and responsibility.”
—The Hague Agenda, Recommendation 35, p. 37
Unit 13  Sharing Game

SHARING GAME

The following exercise is intended to help learners better understand each other and to build relationships of trust and appreciation for others. Conflicts often occur when people lack understanding of others’ perspectives. To avoid the escalation of conflict and to promote peace and nonviolence, cooperation is essential. Sharing and creating stories together is one way young children can begin to develop the skills and attitudes necessary for a culture of peace.

SOURCE: This learning unit was prepared by Meg Gardinier (2001) as part of the TC Peace Education Team at Teachers College, Columbia University.

GRADE LEVEL: Elementary grades, 1 - 3

MATERIALS: Classroom

METHODS: Sharing; storytelling; cooperative learning; active listening and discussion

CONCEPTS: Sharing, peace, cooperation, nonviolence, appreciation of others

OBJECTIVES: Students will

✦ Share stories about something special to them;

✦ Practice active listening skills;

✦ Work together with others in a creative activity;

✦ Develop and discuss ideas about peace.

PROCEDURES: (TO BE CARRIED OUT OVER SEVERAL CLASS SESSIONS)

Step 1: Ask students to bring to class an object that is special to them such as a toy, a photo, a book, a piece of clothing, a food, or any other item that they would like to show friends and classmates.

Step 2: Explain the “rules” of the game to students:

✦ First, all students will have an opportunity to tell the class about their special objects.
✦ While a fellow student is sharing the story of his or her object, others in the class should be listening and giving full attention to that student. Everyone should listen very carefully, because they need to learn why the object is important to their classmate. Listening to each other is how people become friends.

✦ Next, students can be encouraged to ask questions to learn more about the special objects of others. The teacher can promote a discussion that enables students to learn about each other and the things that are special and important to each of their classmates.

✦ When the discussion indicates understanding of the importance their classmates attach to the objects, form groups of 3 students into “story teams.” Each story team will then use the objects they brought to create a story about peace.

✦ To end the game, all the peace stories will be shared with the whole class.

**Step 3:** After these “rules” are explained, the teacher and students gather in a circle to hear the stories about students’ special objects. Make sure everyone has a place in the circle and that all students can hear the person speaking. All students should have an equal amount of time to share the story of their special object.

**Step 4:** When students have all shared, and their questions have been answered, the teacher can introduce the next part of the game. In a circle, ask students to discuss their thoughts and feelings about the stories they heard.

The teacher can explain that when people share with and listen to one another, as the class has just done, they are helping to make the world a more peaceful place. Fighting often starts when people stop listening to one another. By hearing the stories of others and creating new stories together, students can practice activities that make peace possible.

**Step 5:** Next, ask students to form teams of 2 or 3 people to work together to create a story about peace. These peace stories should include their special objects in some way. For instance, if one student brought a picture of her mother and another student brought a favorite toy, these two students could create a story about a family that lives in peace and has lots of time to play. Or if one student brought a picture he drew and another brought a favorite food, together they could create a story about a peaceful town where artists and cooks bring each other gifts of drawings and food. The possibilities for stories are endless, and students should be encouraged to be as creative as they can.
The only “rule” is that all students in the team should help create the story.

CONCLUSION:

**Step 6:** Once all the teams are ready to present their stories, form a circle with the whole class. Make sure that everyone is included in the circle and that all students can hear the person speaking.

**Step 7:** The teacher should allow time for all the stories to be shared. When the activity is complete, the class can talk about what they thought and felt about the stories. If students enjoyed listening to one another, sharing their stories, cooperating in teams, and being heard, encourage them to continue the “sharing game” at home and in other places. Remind them that sharing and cooperation are very important for creating a peaceful world.
Strand 3: Prevention, Resolution and Transformation of Violent Conflict

UNIT 14
How Conflicts Happen and Change: Using Children’s Literature
Elementary Grades

"Civil society must take a lead role in demonstrating that conflict prevention is possible and that it is preferable—in terms of human lives and suffering, as well as cost—to reacting to violent conflict."

—The Hague Agenda, Recommendation 30, p. 34
Unit 14  How Conflicts Happen and Change: Using Children's Literature

HOW CONFLICTS HAPPEN AND CHANGE: USING CHILDREN’S LITERATURE

Conflicts begin and develop. They may escalate into violence. They may be solved in a way that positively transforms the relationship of the disputants. Or the provocations may be dissipated, preventing problems from growing into conflicts. The complexity of conflict situations provides multiple opportunities before, during, and after conflicts to build and rebuild peaceful relationships.

We have an obligation to provide our students with examples of quality fiction and nonfiction writing at all times. Ideally, literature should be used as the instrument for the conflict analysis. This enables teachers to choose stories written in their own language(s) and from their own cultures. It also enriches the learning unit by employing both storytelling and personal student writing.

The conflict process is a framework for the study, resolution, and transformation of conflict. Although we try to define the particular stages or phases in which we might find ourselves in a conflict, the stages often overlap in the conflict process. There is a constant interweaving, as in all processes, that is not linear or circular. Conflicts are dynamic, with many dimensions that continuously influence one another. Each phase and component, as it changes, causes changes in the others. For example, when relationships improve, problems that previously seemed impossible may become solvable. These characteristics should be presented and explained when teaching about conflict.

In preparing to use this material, the concepts of prevention, resolution, and transformation, noted in the Hague Agenda, can be defined and connected to the sub-concepts and stages of conflict described in Chapter 2, Book 1 of Learning to Abolish War.

SOURCE: This learning unit was prepared by Janet Gerson and Jill Strauss (2001) for a teacher training workshop at Teachers College, Columbia University. The authors note that, because conflict process emphasizes the dynamic, organic nature of conflict, it is often best understood in active terms in which the students’ actions determine the learning.

GRADE LEVEL AND SUBJECTS:
Elementary grades, 3 – 6; conflict resolution, reading, language arts

METHODS: Reading; reflection; large and small group discussion

CONCEPTS: Conflict process in stages: anticipating, analyzing, problem-solving—reframing the conflict, assessing options for resolution, planning for change, reconciling, and building positive relationships

OBJECTIVES: Students will

✦ Learn stages of conflict process;
✦ Develop creative questions to discover possible nonviolent actions and outcomes for a conflict;
✦ Envision and plan actions for positive responses to conflict.

PROCEDURES:

PART ONE: OUR OWN EXPERIENCES WITH CONFLICT

1. Provide a clear conceptual definition of conflict.

2. Ask students about conflicts they experienced using the questions in procedure 4 that are correlated with some of the stages and concepts of the conflict process.

3. Tell the students that you will be asking them to write about one of their experiences.

4. Present the following questions to introduce the conflict process:
   (NOTE: The stages of the conflict process are indicated in parenthesis for the teacher.)

"Do you remember a conflict . . ."

   a) when you hoped not to have a conflict? (Stage: anticipation)

   b) when the conflict was over, you thought of a way to handle differences better? (Stages: anticipation, conflict prevention)

   c) when you worried about not getting along well with someone who is important to you (Stage: anticipation), and thought ahead how to make a situation work out well? (Stages: analysis, problem-solving)
Unit 14 How Conflicts Happen and Change: Using Children’s Literature

d) when you felt unclear and did not understand the situation and tried to figure out what was happening? (Stage: analysis)

e) that was solved? (Stage: problem-solving)

f) when you asked for help to solve the conflict from a mediator, a religious leader, a teacher or someone older in your family? (Stage: seeking mechanisms for managing conflict)

g) when you thought about what to do next? (Stage: planning for change)

h) when you wanted to make changes in the way you got along with the one(s) with whom you were in conflict or in the way you handled conflict? (Stage: planning for change)

i) when the relationship was better after the conflict? (Stage: reconciliation)

j) when the conflict was over, you thought of a better way to handle differences? (Stage: construction of positive relationships)

5. Outline the stages of the conflict process on the blackboard and relate them to the responses to the questions in Step 4.

6. Next, ask the students to write about a conflict experience and read their accounts in class.

7. Then ask what aspect/stages of the conflict process they experienced. Help the students to understand the meaning of the stages of the conflict process by connecting them with their own experiences.

8. Reflect together on the different ways you can experience and resolve conflicts.

PART TWO: USING A STORY TO THINK ABOUT HOW TO DEAL WITH CONFLICT

1. Divide the students into small groups of 4-5. Tell them that they will be listening to a story about a conflict. Ask them to pay attention to their feelings as things happen in the story, and see if they can identify stages of the conflict process.
2. Read aloud "The Tree House" or a similar children's story recounting a conflict. Stop reading at the moment before the characters resolve their conflict.

3. Ask students to think about how they felt about the characters' actions. Tell the students to use their feelings, and what they remember of the conflict process, to answer the questions below in their small groups. Each group should pick one person to take notes and another to plan to report to the whole class.

   NOTE: It may be necessary to adapt the following questions to the actual story read.

   ✦ How might the story end so that the girls make up (reconcile) and their friendship becomes better? (Stage: construct positive relationships)

   ✦ What could the girls have done differently to prevent the conflict in the first place? (Stages: anticipation, analysis)

   ✦ What might they do differently in the future? (Stage: planning for change)

4. Ask students to share their ideas with the whole class. Record the ideas on the blackboard.

5. Read the end of the story. Compare the outcome of the story to the ideas recorded on the blackboard. Ask students to consider this ending in relation to conflict process stages and their own suggestions. Ask students to think about how the ideas might apply to their own conflicts.

6. Reflect on and answer any questions about the conflict process and the stages that are part of it.
Strand 3: Prevention, Resolution and Transformation of Violent Conflict

UNIT 15
Bystanders
Middle Grades

“Strengthening...‘local capacities’ is vital to the maintenance of peace and may take many forms from education and training and nurturing the volunteer spirit in society, to increased funding of local peacebuilding initiatives and highlighting the work of local peacemakers in the media.”

—The Hague Agenda, Recommendation 28, p. 33
BYSTANDERS

Volunteers and local peacemakers are often inspired to action as the result of an experience as bystanders. The following unit helps students to reflect on the opportunities and responsibilities of bystanders to a conflict situation.

SOURCE: This unit is adapted from Coping with Conflicts Creatively, School Plan Book, by Janne Port-van Eeden and Benyamin Yanoov, DSW, Uitgeverij Kwintessens, Hilversum, Netherlands, 1999.

GRADE LEVEL AND SUBJECTS: Middle grades, 6 - 9; social studies, history, citizenship, student advisement groups

MATERIALS: Work form on bystanders; pens or pencils for students

METHODS: Group work; assessing consequences of intervention in a conflict

CONCEPTS: Conflict, bystanders, intervention

OBJECTIVES: Students will

✦ Learn how bystanders can play a role in a conflict;

✦ Develop understanding of the role a bystanders can play, without resolving a conflict: The parties have to do that themselves;

✦ Practice working together.

PROCEDURES:

Step 1: The overall goal of the activity is that, in six short descriptions of a conflict, the students should indicate if the bystanders of the conflict have a positive or a negative influence.

Step 2: Provide students with background, explaining that bystanders in a conflict often are a cause of escalation. Their reaction can sharpen the contradictions in interests. The conflicting parties can use the public to ‘take their side,’ thus making themselves stronger. However, bystanders who show their disapproval of the conflict might help to create space for working at a resolution.
Step 3: Announce that, in this assignment, the students study six scenes in which bystanders play a role in a conflict. Distribute the hand out work form (page 89) and explain that in the descriptions 1, 3, and 5, the bystanders cause an escalation of the conflict. In 2, 4, and 6, the bystanders give the first impulse for a possible de-escalation.

Step 4: Divide the class into groups of 2 per group. They are going to do the first assignment on the work form. The students study and discuss the six examples and think what the bystanders contribute to the conflict: do they contribute to the escalation or de-escalation of the conflict? The students write their opinions under each example.

Step 5: Next, discuss with the class what they have written.

a) What is the result of the bystander’s reaction?

b) In what other ways can bystanders have an influence on the conflict? Do the students know examples?

Step 6: Help the students discover that conflicting parties often use the “public” to strengthen their own position, to become stronger (more powerful). An uneven power balance makes working at a resolution more difficult.

DISCUSSION:

A) What are the possible consequences of the bystander’s behaviors?

Some examples include the following:

1. Cheering makes the opponents more fanatic.

2. Separating the parties gives room for reflection. As long as you are fighting, you cannot work at a resolution.

3. Laughing about Ferry (supporting laughter) makes his position stronger; the teacher becomes angrier and the conflict worsens.

4. When the little sister runs away crying – disapproving of the conflict – there might be a chance that Wim does not answer the challenge.
5. Joining in calling names makes one party stronger. Jessy becomes more afraid and the others continue longer.

6. Chris helps the other two to stop and think; the first steps towards a resolution.

B) Bystanders can cause escalation of a conflict by:

✦ laughing at one of the party’s actions;

✦ supporting, cheering the parties – inciting;

✦ mingling in the conflict, also starting to fight or scold.

C) Bystanders can de-escalate a conflict by:

✦ separating the opponents;

✦ showing their disapproval of the conflict and trying to mediate;

✦ leaving the opponents alone;

✦ taking away the cause of the conflict.
WORK FORM: Bystanders

Conflicting people often have an audience.

The people who see a conflict happen can make the conflict bigger or smaller. It depends on what they do.

Here you see six scenes of conflict, and in each scene there also are bystanders. One time, the bystanders make the conflict worse, while the other time, they help the conflict to cool down.

1. Two boys fighting roll over the floor. The watching children are cheering: “Hup John” and “Hup Ronald.”

2. Two girls start pulling each other’s hair. Their friends pull the two apart.

3. Ferry makes a brutal remark to the teacher. The class laughs about it. Now Ferry dares to say more.

4. Paul is challenging Wim: “Come here, if you dare, chicken.” Wim’s little sister runs away crying.

5. Joan is calling Jessy names. The others cry: “Yes, Jessy is a mean kid indeed.”

6. Juliette and Cornel are quarreling about their game. Chris asks: “What do you want anyway?”

NOTE: Bystanders cannot resolve a conflict; the opponents have to do that themselves.

ASSIGNMENT 1
Write under each conflict what the bystanders do: do they help to escalate or to cool down the conflict?

ASSIGNMENT 2
Make a picture story, together with another classmate. The story should describe a conflict in which bystanders also play a role. Create six pictures showing how the conflict started, what the bystanders did, and what the outcome of the conflict was.
Strand 3: Prevention, Resolution and Transformation of Violent Conflict

UNIT 16
Confronting Opposing Perspectives: The Role of Youth in Conflict
Middle Grades

“The opportunity for youth to participate in peace building is essential for breaking the cycle of violence, for reducing and avoiding conflict.”
—The Hague Agenda, Recommendation 35, p. 37
CONFRONTING OPPOSING PERSPECTIVES: THE ROLE OF YOUTH IN CONFLICT

The following exercise is intended to help learners consider the complexity of oppositional perspectives that are deeply felt and often escalate into extremism, discrimination, violent conflict, and war. In understanding what kinds of perspectives lead to the violent expression of conflict, students begin to consider nonviolent alternatives and the important third perspective of shared interests. It is often youth who are most instrumental in bringing these uniting perspectives to the attention of their communities.


GRADE LEVEL AND SUBJECTS: Middle grades, 6 - 9; social studies, history, current affairs

MATERIALS: Chalkboard, chalk, paper, pens, large sheets of paper, markers, and flip chart; newspaper clippings or documentary films; pictures

METHODS: Brainstorming; role plays; group discussion and dialogue; news analysis

CONCEPTS: Nonviolent conflict, alternatives to war, social justice

OBJECTIVES: Students will

✦ Consider that many different perspectives exist on a single issue, and that each group has a right to their own perspective;

✦ Exercise dialogue to negotiate differences and arrive at a compromise and/or a mutually satisfying agreement.

PROCEDURES:

Beginning the discussion:

Step 1: Teacher organizes a role play whereby five students broadcast the same news item by different media sources (TV stations) in the country context (in this case, Lebanon, though teachers should choose locations in which intense prolonged conflict has affect-
ed the society). The broadcasts will differ according to the perspective of the particular media source, i.e., from one TV station to the next.

**ACTIVITY AND FRAMING THE DISCUSSION:**

**Step 2:** Teacher evokes a discussion about perspectives on truth and reality. The teacher should note the relativity of perception of issues and highlight that one’s understanding of the various solutions to a problem often reflect such varying and, at times, conflicting perspectives, particularly when dealing with a society with multiple affiliations, views, and beliefs.

**Step 3:** Teacher should indicate that during war each side often thinks they are right, and that this attitude often escalates the conflict leading to extremism, violence, and fighting. The teacher can give current or historical examples of such attitudes, and elicit such examples from students. After examples have been considered, the teacher can begin to analyze the perspectives that fueled the conflicts in each case.

**Step 4:** It is preferable that the teacher bring news sources about a particular political or economic event that shows different viewpoints that can be acted out and defended as valid by students in role plays.

**Step 5:** The teacher introduces the topic of the role of youth in a world of conflict. What is it like to grow up in an atmosphere characterized by extremism, violence, and narrow adherence to belief and creed? What roles can young people play? The teacher asks students to imagine two opposing parties who each believes that they possess the ultimate truth of the situation. They each feel that they are right and the other is wrong. Discuss with students possible solutions, negotiations, alternative perspectives, or possible agreements that may end such a conflict without the destructive and negative results of a win/lose ending.

**CONCLUSION:**

**Step 6:** The teacher links the result of this class dialogue with the notion of alternative perspectives, and that each party’s right to their own perspective. However, in a shared community, there is always a third perspective: we. In the position of “I am right and you are wrong,” there is no “we.” In order to arrive at a compromise or a mutually satisfying agreement, conflicting parties must begin to acknowledge not only their own perspective or that of their “enemy”, but also the perspective of whatever common ground may exist in which they both have an interest.

**Step 7:** If desired, explore with the class what the implications of conflicts, violent or otherwise, would be if each party could recognize the third perspective of “we.”
Civil Society campaigns have generated unity and cohesion and demonstrate what can be done when people are listened to instead of talked at.

—The Hague Agenda, Preamble 9, p. 3
LEARNING HOW TO LISTEN

Listening skills are significant in all human relations and absolutely essential to preventing and resolving conflict. The development of good listening skills should be a priority goal of all education, especially civic education and education for peace. The guidelines, on the following page, by Ron Kraybill of Eastern Mennonite University (USA), provide the basis for developing such skills.

SOURCE: This material was adapted from a handout distributed at the 1993 Annual Meeting of the Peace Studies Association in the United States.

GRADE LEVEL AND SUBJECTS: Secondary grades, 10–12; Any subject where discussion and verbal exchange is used in class

MATERIALS: Brief descriptions of conflicts or situations that may produce conflicts, involving two opposing parties or persons

METHODS: Conflict analysis; perspective taking; active listening

CONCEPTS: Constructive communication, respect for opposing perspectives and opinions

OBJECTIVES: Students will

✦ Learn to create a supportive environment that helps people relax and focus on issues;
✦ Develop rapport and trust with both parties in a disagreement or conflict;
✦ Practice conveying empathy and respect for each person, regardless of their beliefs, words or conduct;
✦ Demonstrate an ability to state clearly the basic problems that need to be resolved in terms of problems and issues, not personalities.

PROCEDURES:

Step 1: Distribute the guidelines (handout on page 98) to the class.

Step 2: After these have been read carefully, ask if students need any clarifications.
Step 3: Once assured that the class understands the guidelines, form groups of 3 students per group to practice listening skills.

Step 4: Give each group a brief conflict description. Ask two students to select positions, the perspectives from which they will speak, and designate one student as mediator. (Prepare the conflicts so that they recount one issue or problem with two opposing positions on the conflict. These can be real or hypothetical.)

Step 5: Direct those who are taking a position to present their cases to the mediator and the mediator to listen to each speaker, following the guidelines.

Step 6: Announce 12 minutes for the first round, allowing 4 minutes for each to present a position and 4 minutes for the mediator to question, summarize, and have the conflicting parties agree on the summary.

Step 7: Direct the groups to exchange conflict descriptions with other groups.

Step 8: Then repeat the process.

Step 9: Do one more exchange of conflicts and repeat the process so that all 3 students in every group have performed the mediator role.

Step 10: Debrief, raising questions about what the students learned in the process and what they need to try to develop further to be good listeners and potentially good mediators.

Step 11: Stress that, to prevent the escalation of conflicts in all spheres of life, active attentive listening must be practiced.
GUIDELINES FOR EFFECTIVE LISTENING

FOUR WAYS TO LISTEN EFFECTIVELY

1. Use your body to say "I'm listening."
   - frequent eye contact
   - nodding the head
   - body oriented toward the speaker (head, arms, legs)
   - say "yeah," "uh hunh," "I see," etc.

2. Use "echo responses," repeating a word or phrase spoken by the speaker. This unobtrusively focuses the attention of the speaker on things that may be unclear to you. Echo responses allow you to direct the flow of conversation without major interruptions.

3. "Paraphrase" or restate what the speaker has said in your own words. This is a crucial skill that requires practice.
   a) Focus on the speaker. "You..."
   b) Include both facts and feelings. Body language and tone of voice will clue you to feelings.
   c) A paraphrase contains no hint of judgement or evaluation, but describes sympathetically.
      - "So you believe very strongly that..."
      - "The way you see it then..."
      - "You were very unhappy when he..."
      - "You felt quite angry with your neighbor in that situation..."
      - "If I'm understanding you correctly, you..."

4. Summarize the basic viewpoints of the speaker as you've heard them. A summary is an extended restatement of the key points of information offered by the speaker. Use the summary to focus each party's statement in terms of issues and solvable problems, instead of personalities. In the final summary, obtain the agreement of the speaker that you have summarized both accurately and completely.
Strand 3: Prevention, Resolution and Transformation of Violent Conflict

UNIT 18
Thinking About Conflict
Secondary Grades

“Too often, violent conflict is ‘resolved’ by external actors with little or no reference to the wishes of those who must live with the solution... If efforts to prevent, resolve and transform violent conflict are to be effective in the long-term, they must be based on the strong participation of local civil society groups committed to building peace.”

—The Hague Agenda, Recommendation 28, p. 33
THINKING ABOUT CONFLICT

In order that students understand the concept of conflict as a process as defined in the conceptual framework discussed in Chapter 2, they must begin with some conceptual definitions and descriptions from reliable sources and be able to formulate their own working definitions.


GRADE LEVEL AND SUBJECTS:
Secondary grades, 9 - 12; social studies, history, current affairs

MATERIALS: Handout “Thinking About Conflict” on page 104; newsprint, markers, tape, dictionaries

METHODS: Reading; reflection; large and small group discussion; citing examples of characteristics; forming generalizations

CONCEPTS: Conflict, process, consequences of choice, nonviolence, citations to sources

OBJECTIVES: Students will

✦ Define, describe, and distinguish between constructive and destructive conflict;

✦ Learn the importance of properly citing their sources in research;

✦ List characteristics and consequences of conflict;

✦ Increase understanding of conflict as a process.

PROCEDURES:

Step 1: Distribute the handout, “Thinking About Conflict” (see end of unit).

Step 2: Explain that we need to understand that conflicts occur in our lives on an almost daily basis, and so we also need to understand conflict.
Step 3: Ask the students to do the reading, then to sit quietly thinking about what they have read, reflecting on the positive and negative aspects of conflict.

Step 4: After the reflection period, ask students to give their ideas about conflict. Ask: What did the reading tell us? Does this description agree with our experience?

Step 5: Next ask students to work in small discussion groups on two categories; one set of groups to list negative aspects of conflict, and the other set to list positive aspects. Provide each group with newsprint paper and a marker to record their list, which will be posted on the board or walls of the classroom.

Step 6: When the lists are complete, have them posted around the room and invite the students to move from one list to the other, reading and comparing them.

Step 7: When the students have returned to their seats, ask if all understand what each group has listed. If there are any points to be clarified, allow those who wrote the lists in question to explain what they wrote.

Step 8: Next hold a discussion with the whole class to achieve a general agreement on one list of positive and one list of negative aspects that they can use in their common study of conflict.

Step 9: Ask the students to consult various dictionaries and write out the definitions of conflict they find, noting or “citing” the particular source/dictionary. Provide citation forms so there is a standard format for all to follow. Explain the purpose and importance of citing sources for definitions and facts to be used in study and research.

Step 10: Hold a discussion on the definition of conflict after having students read out the definitions they found and reporting the sources. Ask them to formulate in their own words a definition of conflict all can accept as the meaning they will understand in their class study and discussions of conflict.
THINKING ABOUT CONFLICT

One way to describe peace is as the absence of violence. Differences exist among people and groups, and conflict arises from responses generated by the friction that these differences create. The process that peace brings to this situation helps people resolve this friction and conflict through nonviolent means. Conflict exists in a peaceful world, but the attitudes that peace creates and the processes it provides channel in constructive directions the aggressive behavior that marks so much of human activity.

However, why should conflict exist at all in a peaceful world? A partial answer to this question lies in the following:

1. People lack complete information in our imperfect world. When making choices and decisions, we really know only our own situation and thus we frequently act in ways that conflict with the goals, decisions, and actions of others.

2. Conflict may also exist in part because, with the pressures of time in our lives, we focus primarily on our own interest, values, and needs and overlook those of others with whom we interact.

3. A third reason why conflict exists is that conflict itself can be a constructive and beneficial process for human society. We learn from conflict in ways that we do not learn under other circumstances. Sometimes experience is the best teacher. Moreover, conflict can motivate us to perform at our best, especially under certain competitive or less confrontational conditions. Conflict alerts us to the existence of others whose interests, values, and needs we should consider when making choices and taking actions. Finally conflict helps us identify when someone’s basic human needs are unsatisfied or where there may be a lack of justice and fairness in society.

Unfortunately, conflict can also contain destructive forces that may obstruct change, peaceful attitudes, behavior, and processes. Conflict can generate fear, anger, frustration, insecurity, or other negative emotions that serve mainly to direct our natural aggressiveness toward forcing others to conform to our interests, values, or needs without reference to their own. Goals may change from achieving the objective to winning over the other side or even to punishing others for being in the way. Power becomes a coercive tool and, as light tactics are resisted, conflict can escalate toward heavier coercion and potentially violent responses.
Teacher's Notes

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Small arms, light weapons and landmines pose a big threat to human security; their use results in the majority of civilian deaths and has made it easier to exploit young children as soldiers.

—The Hague Agenda, Recommendation 45, p. 44
DISARMAMENT DICTIONARY

This unit fulfills a number of standard learning purposes. First is the development of language skills through the use of dictionaries and thesauruses to enhance children’s vocabulary and creative use of language in expressing their own ideas. By examining the relationship between the micro (local) and macro (global) effects of small arms and light weapons, reasoning and relational skills will be enhanced. Creativity and expressive skills can be demonstrated through the use of artistic (drawing) and linguistic (speaking and writing) expression.

This learning unit is intended to develop an awareness of the threat that small arms and weapons pose to children locally and globally. These activities allow students the opportunity to actively identify and describe their concerns about the effects that guns and small arms have on children’s lives in all regions of the world. This lesson is also intended to develop students’ sense of civic and social responsibility by allowing them to take action in building public awareness about issues that concern and affect children. It is our intention that by using the Disarmament Dictionary as a learning tool to teach other students about disarmament and human security, these goals will be reached.

NOTE: This unit might be paired with Unit 10 on Child Soldiers.

SOURCE: Norma T. Nemeh (2001) Teachers College, Columbia University. This unit was prepared for use in a teacher training workshop at Teachers College, Columbia University.

GRADE LEVEL AND SUBJECTS:
Elementary grades 3 – 5, and adaptable to other grades; language arts, social/global studies

MATERIALS: Dictionaries, thesaurus; construction paper, pencils, markers; magazine pictures illustrating youth and violence, small arms; possible readings for teacher’s background and illustrations to use in the unit include:


METHODS: Reading of children’s books; viewing and making drawings; consulting dictionaries; preparing a dictionary; cooperative learning; communal sharing of learnings

OBJECTIVES:
1. Children will be encouraged to specify and reflect on the negative effects that guns, small arms, and weapons have on children. Reflection will be based on an examination of a series of children’s drawings and art work from various world regions.

2. Students will analyze the effect that guns, small weapons and land mines have had on children’s lives in various regions of the world and their own community by reading the recommended texts, viewing the drawings of children who are experiencing armed conflict directly.

3. Students will identify and describe the harmful effects that guns, small weapons, and land mines have on children’s safety and security by listing adjectives and/or adverbs that describe the effects of guns and small weapons on societies and children’s lives in particular.

PROCEDURES:
NOTE: This learning unit would best be conducted over a period of two weeks of language arts classes.

1. Teacher presents One Day We Had to Run, or similar picture books with children’s illustrations and stories. Read one story for each session. After each reading, pose the following questions or similar ones.

   a) What was the story about? Who were the people in the story? Were there any children of your age, or the ages or your sisters, brothers, or friends?

   b) What did you see in the pictures? Did you notice guns or other weapons in the pictures? How did the guns make you feel?

   c) Why do people have guns? What do guns do to people?

   d) How do you think the children who drew these pictures felt about guns? What happened to them because of the guns?

   e) Could the people using the guns have found other ways to do what they were trying to do? What other ways can you imagine?

2. Begin a discussion on the effects that guns, small weapons, and land mines have had on the children
who illustrated the books and ask students to share their own ideas, experiences, and knowledge about guns, weapons, and war. Ask students how they learned what they know about such things.

3. Ask students to give identifying or descriptive words (adjectives and adverbs) to describe the mood and feeling found in the children’s illustrations and their own feelings about the illustrations. If students are not familiar with adjectives and adverbs prior to conducting the lesson, explain the concept and technique of description, noting that they have been using adjectives and adverbs to describe what they saw and to express feelings.

4. Record children’s responses on the board or newsprint, making a list of adjectives and adverbs to be used later in composing the Disarmament Dictionary.

5. Introduce and define the term "disarmament" to the children and elicit their reactions and responses as to how disarmament could contribute to children’s safety and security. Ask them to think about what makes them feel safe and secure. Explain to the children that many people all over the world are working for disarmament as a way to create peace. Tell them about the United Nations Decade for a Culture of Peace and Nonviolence for the Children of the World (United Nations Document A/Res/53/25), ten years of activity to try to assure that they and all children can be secure and live in peace. (To find out more about the United Nations Decade for a Culture of Peace, visit: http://www3.unesco.org/iycp/uk/uk_sum_decade.htm or http://www.un.org/documents/ga/res/53/a53r025.pdf)

6. Introduce the activity of creating the Disarmament Dictionary to explain to other students why they think that the issue is an important one that other children need to learn about, too.

7. Announce that students, in groups, will be assigned a letter or group of letters from the alphabet and be asked to identify an adjective or adverb beginning with that letter. They will then be asked to construct a sentence using the adverb or adjective to describe their thoughts, feelings, or experiences related to small arms (such as handguns) and/or related to how they threaten the security of children.

Students will use dictionaries and a thesaurus to locate and identify adjectives or adverbs from each letter of the alphabet that reflect or define the disarmament concept they would like to include in the Disarmament Dictionary.

Students will list the words alphabetically, compose sentences using the words and articulating their ideas about guns, and illustrate one page in the Disarmament Dictionary to correspond to the letter(s) they were assigned.
8. Organize students into cooperative learning groups and assign several letters of the alphabet to each group. Each group will compose a section of the Disarmament Dictionary:

✦ Assuring that there are sentences and illustrations for every letter;

✦ Putting the letters, sentences and illustrations in alphabetical order; and

✦ Making a cover and a binder for their part of the dictionary.

9. If possible, make photocopies of the Disarmament Dictionary so each child may have one to keep, read again, and share with families and others.

10. Upon completion of the Disarmament Dictionary, students can plan activities to introduce their work to other students in the school. Some ideas include:

✦ A hall display of all the pages;

✦ A special assembly in which students present their drawings and sentences as skits;

✦ Visits to other classes to explain the problem of guns and ideas about disarmament by presenting their Disarmament Dictionary.
Civil society has a central role to play in democratizing international relations and strengthening international peacemaking mechanisms.”

—The Hague Agenda, Recommendation 50, p. 48
Unit 20  The Staircase

THE STAIRCASE

Although the focus here is on disarmament education, the following learning activity can be adapted to teaching about any of the world problems addressed by the Hague Agenda. It is a device to encourage learning for responsible social action, and participation in civil society campaigns for justice and peace, major educational goals of peace education.


GRADE LEVEL AND SUBJECTS:
Middle grades 6-10; social studies, global issues, world cultures, current affairs

MATERIALS: Background study materials, materials on disarmament, etc., copies of the Hague Agenda, copies of “The Staircase"

METHODS: Positing alternatives; active dialogue

CONCEPTS: Citizen action, civil society, cooperation

OBJECTIVES: Students will

✦ Understand the value of social responsibility;

✦ Gain practical skills of devising and proposing alternative solutions to problems;

✦ Enrich knowledge of practical possibilities for disarmament.

PROCEDURES:

1. Begin by introducing the topic of disarmament as the most promising route to the prevention of armed conflict and war. Explain the concept of disarmament, emphasizing that disarmament will require more vigorous efforts and stronger institutions for nonviolent conflict resolution. Assign the Hague Agenda for homework reading.

2. What can be done to ease/solve the problems of armed conflict and war (or other global problems) that we are studying at present? Consider the 50 points of the Hague Agenda. Which of these points or proposals could lead to general disarmament? Follow the steps of the staircase below to consider the different tiers of
possible action. For each step, think about ways to achieve the given proposals you have identified or the broad social goal you would like to see realized.

3. Review the 50 Recommendations of the Hague Agenda, focusing special attention on the recommendations presented in the strand on "Disarmament and Human Security." Write the number of the recommendation in the stair level at which each might be most effectively pursued.

4. Students should then take time to consider the many alternatives and discuss the various levels of action, including all proposals.

5. Once these alternatives have been discussed and considered, plan action steps in which students could be involved at each level. Explain that many developments to enhance peace and justice at the international level begin with steps taken by individuals and small groups of citizens; students can take action as global citizens that can ultimately lead to major global changes.
Strand 4: Disarmament and Human Security

UNIT 21
Women, Peace, and Security
Secondary Grades

“Conflict and war are gendered events... Therefore, women and men experience conflict and war differently and have different access to power and decision-making. There is a need for ... strengthening women's capacity to participate in peace building initiatives and equal participation of women in conflict resolution.”

—The Hague Agenda Recommendation 34, p. 36
WOMEN, PEACE, AND SECURITY

During the summer and fall of 2000, a small group of NGO members active in women’s concerns at the United Nations developed and pursued a strategy to persuade the Security Council to hold an open debate (a session on a general topic that constitutes a threat to peace and security rather than a particular or specific conflict or crisis) on the role of women in peace and security policy formation, conflict resolution and prevention, and global security. The session was convened in October 2000. This unit is based on key extracts from the resolution adopted by the Security Council at the conclusion of this special session. These extracts appear on the following pages as a handout. (Copies of the full text of S.C. Resolution 1325 are available from the Hague Appeal for Peace and online at http://www.peacewomen.org/un/sc/1325.html.)

SOURCE: This unit was designed by the authors of Learning to Abolish War.

GRADE LEVEL AND SUBJECTS:
Secondary grades, 10 - 12; history, civics, social studies, world problems/global issues, human rights, gender studies

MATERIALS: The handout excerpt of United Nations Security Council Resolution 1325 (pages 122-123), or the full document (available online at www.peacewomen.org)

METHODS: Research and presentation of reports; critical analysis and discussion; role playing; proposing alternatives

CONCEPTS: Gender, security, peace, international diplomacy, civil society

OBJECTIVES: Students will

✦ Become acquainted with the functioning of the United Nations, including procedures and documentation;

✦ Learn about women’s strategies for peace and peacebuilding;

✦ Analyze the relationship between representations of gender and conflict in the media;

✦ Demonstrate understanding of the different ways that conflict and war affect men and women.
PROCEDURES:

ACTIVITY 1

1. Assign the extracts as reading to be done outside class.

2. At the next class session read the extracts (or have students read aloud one paragraph each)

3. After a paragraph has been read, discuss it, asking such questions as
   a. What problem or obstacle to peace and women’s participation in conflict resolution and/or security policy making is likely to have inspired this paragraph?
   b. What particular lines of action would the United Nations have to pursue to overcome the problems and obstacles and achieve the aim embraced in the paragraph?
   c. What actions can NGOs (non-governmental organizations) and citizens take to assure the implementation of the aims expressed in the paragraph?
   d. Are there actions students might take?

ACTIVITY 2

1. Provide a list of the international legal instruments relevant to the Resolution. For instance:

   ✦ Geneva Conventions of 1949 and the Protocols of 1949
   ✦ Refugee Convention of 1951 and the Protocol of 1967
   ✦ Declaration on the Elimination of Violence Against Women (1993)
   ✦ Convention on the Elimination of All Forms of Discrimination Against Women (1979) and the Optional Protocol of 1999

NOTE: For these and other relevant international legal instruments, visit www.un.org/rights/.

2. Form research groups. Assign one convention to each group to read, study, and discuss and then report to the entire class their responses to the following questions to enable them to analyze the relevance of the instrument to the problems and aims reflected in United Nations Security Council Resolution 1325.
Unit 21  Women, Peace, and Security

a. What are the purposes of the Convention?

b. What types of problems are likely to have lead to the drafting and adopting of the convention?

c. To what goals and recommendations of United Nations Security Council Resolution 1325 might this convention apply?

d. What provisions of the convention would be most relevant?

e. Who should be aware of this convention if it were to help achieve the aims of 1325?

f. What should ordinary citizens know about the convention?

ACTIVITY 3

1. Assign a news media project having each student identify a news development related to armed conflict.

2. See how it is reported in various media. Assess the probable gender dimensions of the conflict.

   a. How is it affecting men and women differently?

   b. Do women have special needs as a result of the conflict? What are they?

   c. Are these needs being adequately met? Who is attempting to meet them? Are there other agencies that should be involved?

3. Are the gendered aspects of the conflict presented in the media? Is the presentation adequate to the problems?

4. Draft a letter to some of the media you have reviewed giving your opinion on the gender coverage and your suggestions for changing or improving it.

5. Read the letter in class. Using well-reasoned arguments, try to persuade your classmates to sign it with you and mail the letter to the media.
ACTIVITY 4

1. Assign readings on women’s peace activities and discuss reports in class. (Materials are available from Women’s International Tribune Center, 777 UN Plaza, NYC 10017; www.peacewomen.org, a project of the Women’s International League for Peace and Freedom; UNIFEM; United Nations; UNESCO, Paris; and International Alert, London.)

2. Weave the following topics into the discussion:

   a. Individual perspectives and motivations;

   b. Styles of peace actions women pursue and why such actions might have been chosen;

   c. Particular constraints and advantages for women’s effectiveness in the pursuit of peace.
Excerpt from:
UNITED NATIONS RESOLUTION (S/RES/1325)
Adopted by the Security Council on 31 October 2000

(Preamble omitted)
The Security Council

1. Urges Member States to ensure increased representation of women at all decision-making levels in national, regional, and international institutions and mechanisms for the prevention, management, and resolution of conflict;

2. Encourages the Secretary General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;

3. Urges the Secretary General to appoint more women as special representatives and envoys . . . ;

4. Further urges the Secretary General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;

5. Expresses its willingness to incorporate a gender perspective into peacekeeping operations, and urges the Secretary General to ensure that, where appropriate, field operations include a gender component;

6. Requests the Secretary General to provide to Member States training guidelines and materials on the protection, rights, and the particular needs of women . . . ;

7. Urges Member States to increase their voluntary financial, technical, and logistical support for gender-sensitive training efforts . . . ;

8. Calls on all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:

   a. The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration, and post-conflict reconstruction;

   b. Measures that support local women’s processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;
c. Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police, and the judiciary;

9. Calls upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls.;

10. Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;

11. Emphasizes the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, and war crimes including those relating to sexual and other violence against women and girls;

12. Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls.;

13. Encourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependents.

14. Reaffirms its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;

15. Expresses its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women’s groups;

16. Invites the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building, and the gender dimensions of peace processes and conflict resolution, and further invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;

17. Requests the Secretary-General, where appropriate, to include in his reporting to the Security Council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;

18. Decides to remain actively seized of the matter.
Strand 4: Disarmament and Human Security

UNIT 22
Conscientious Objection to War
Secondary Grades

“We are profoundly encouraged that civil society and progressive governments are choosing ‘soft power’ paths, utilising negotiation, coalition building and new diplomacy methods of settling disputes, while rejecting the ‘hard power’ dictates of major powers, militaries and economic conglomerates.”

—The Hague Agenda, Themes, p. 5
CONSCIENTIOUS OBJECTION TO WAR

Many young people, eligible for military service, have committed themselves to the values that underlie the advocacy of “soft power.” On ethical and/or religious grounds, many have refused military service as a moral statement and act of resistance against war. Similarly, citizens of all ages have refused to pay taxes that support the maintenance and use of a large and costly military. (The following learning unit is a portion of a larger, fuller curriculum resource on conscientious objection being prepared by Rosa Packard.)

SOURCE: This lesson is adapted from one created by Rosa Packard, NGO Representative, Conscience and Peace Tax International (USA). The unit highlights concepts of peace and justice relating to the rights of conscientious objectors.

GRADE LEVEL AND SUBJECTS:
Secondary grades, 10–12; history, civics, social studies, current affairs, religion, philosophy

MATERIALS: Writing materials, blackboard or newsprint; access to a telephone and computer/internet for research; printed sources cited in bibliography

METHODS: Storytelling; personal reflection on questions; brainstorming collection of questions and resources for research; independent study; cooperative research; active listening in pairs; reporting; class discussion

CONCEPTS: Peace, justice, nonviolence, resistance, culture of peace, conscientious objection

OBJECTIVES: Students will gain

✦ An awareness of the widespread discrimination against those whose religion or beliefs about morality do not allow them to participate in war and who resist pressure to act against such beliefs;

✦ Understanding of the differences between a culture of war that intends to deter, threaten, and kill the enemy and a culture of peace that intends to nurture and care for both oppressed and oppressor while transforming and deterring oppression nonviolently;

✦ Clarification of personal beliefs and respect for the beliefs of others.
PROCEDURES:

Inform students that the United Nations Commission on Human Rights, Resolution 1998/77 of 22 April, 1998, draws attention to the right of everyone to exercise conscientious objections to military service as a legitimate expression of the right to freedom of thought, conscience, and religion, as articulated in Article 18 of the Universal Declaration of Human Rights and Article 18 of the International Covenant of Civil and Political Rights, and a statement from civil society. We the Peoples Millennium Forum Declaration and Agenda for Action (22-26 May, 2000) states, “In the context not to be complicit in killings, we call for full legal recognition of the rights of conscientious objectors” (p. 17).

PART I: Begin the activity with a presentation by the Teacher. (approximately 20 minutes)

1. Quote the above statements about conscientious objection from United Nations documents.

2. Briefly explain the legal position of conscientious objectors in the country being studied, or in which this unit is taught.

3. Read aloud to the class a story of a conscientious objector who refused to participate in war in the country being studied or show a relevant videotape or invite a conscientious objector to speak to the class. (Relevant materials are available from the Fellowship of Reconciliation, Pax Christi and War Resisters International. See listing of resource organizations in Book 3.)

PART II: Class Activity: Personal Reflection and Plan for Study (approximately 30 minutes – 1 hour)

1. Ask students to spend ten minutes reflecting upon and writing down notes about their present beliefs about participating in war, about the experiences that have influenced them, and about times when they acted on their beliefs. Do not ask for a finished statement, or ask them to hand it in or share it with the class. The aim is for them to become more aware of what they know and do not know, are clear and not clear about.

2. At the end of the ten minutes, ask for questions and issues for further study. The teacher should receive them without judgment or discussion and write them all down on the newsprint or a blackboard. If there is a visitor with specific experience, they may be able to respond at this time.

PART III: Group assignment to help address questions and issues

1. Discuss how you would help a friend who is struggling with a decision about participation in the military. They may not be clear about their rights or clear about some aspects of what they believe, or
they may not be informed about the consequences of various decisions or be aware of sources of support. Together, list questions that need research.

2. Assign research tasks.

3. Contact support or counseling groups for conscientious objectors in the country you are studying. Ask them several questions that might help you help your friend. You can tell them that this is part of your peace education research. (Help is available from the organizations noted in Part I, step 3.)

4. Explore resources that they suggest — these may be legal resources, government regulations literature from national groups, or local counselors that provide information and support.

5. Compile a group report based on the research.

PART IV: Individual assignment to help address questions and issues

1. Assign the following for students to complete individually: Tell the story of a conscientious objector to military service (COMS) or a conscientious objector to paying military taxes (COMT). If you know someone who has this experience, consider interviewing them. Otherwise look up stories of individual conscientious objectors in sources given in the bibliography. What is their belief about participation in war? How did this lead them to act? Did their government or other people make them suffer for their belief? What work or service did they choose as an alternative to participating in war?

PART V: Follow up class discussion

1. Consider having students pair up and exchange reports with each other, giving each other editorial, research, and substantive suggestions for improvement.

2. Consider asking students to present their reports to the class.

3. Consider holding a group dialogue in which students may speak in turn (or pass if they wish) to the issues out of their personal experience. As the teacher facilitates this dialogue, explain that students are asked not to debate, question, or comment on others experience, only to speak for themselves when it is their turn.

4. Consider individual or group actions that might arise out of the study, such as:

   ✦ writing letters to prisoners of conscience adopted by Amnesty International;
✦ writing letters to conscientious objectors imprisoned or otherwise “punished” for their refusal to kill;
✦ writing letters to suggest improved legislation;
✦ forming peer support or peer counseling groups;
✦ designing posters, informative brochures, etc. for public education;
✦ holding a school-wide forum to discuss issues of conscientious objection and other public issues that raise questions of conscience.

Selected Bibliography:


Numerous links, including a bibliography are given on the Conscience and Peace Tax International website: www.cpti.ws
Strand 4: Disarmament and Human Security

UNIT 23
The Violence of Globalization: A Problem of Human Security
Secondary Grades

"Economic globalization has marginalized broad sections of the world's population, further widening the gap between rich and poor."
—The Hague Agenda, Recommendation 2, p. 14
THE VIOLENCE OF GLOBALIZATION: A PROBLEM OF HUMAN SECURITY

The vision of a culture of peace rests in large part on the achievement of genuine human security. Feminists and eco-feminists such as Vandana Shiva conceive of human security as a condition in which a healthy planet Earth can provide the needs of a dignified livelihood for humankind that views itself as one component of the living Earth for which it bears responsibility. From such a perspective, violence, or unnecessary harm, takes multiple forms, force of arms and lethal combat being only one. In the core reading of this learning unit, Vandana Shiva gives vivid examples of the unnecessary harm, in the form of structural violence, that globalization is inflicting upon both humankind and the planet, posing a major obstacle to human security.

SOURCE: This learning unit was designed by the authors based on the text “The Violence of Globalization” that appeared on the website, http://www.thehindu.com/ and was originally published in India in The Hindu, March 25, 2001. Excerpt reprinted with permission.

GRADE LEVEL AND SUBJECTS: Secondary grades, 10 - 12; history, civics, social studies, world problems/global issues, human rights, gender studies

MATERIALS: Copies of the handout excerpt from “The Violence of Globalization” at the end of this unit; globe or world map; “Post-its” or small squares of paper for notes; tape and/or tacks; news clippings brought by students

METHODS: Small group discussions and general class discussion; reports on newspaper reading and research

CONCEPTS: Violence (including structural violence); globalization and poverty; economic security; and ecological, national, global, and human security

OBJECTIVES: Students will

✦ Increase awareness and understanding of the nature of violence and its many forms;

✦ Develop understanding of the nature of institutions and policies that underlie globalization;

✦ Demonstrate familiarity with world geography and the implications of geo-political conflicts.
PROCEDURES:

1. Distribute and assign the excerpts quoted in the Hand out from Vandana Shiva’s testimony to the World Court of Women in Capetown, South Africa, March 8, 2201. Instruct the students to read the material as homework.

Learning activities based on the text:

2. Pose the question to the whole class: What is violence and where is it found?

3. Organize smaller discussion groups in which the students will discuss the examples cited by Vandana Shiva. Ask each group to present their definition of violence and guide the class to understand that most violence is harm and suffering that need not occur. It results in decisions made by individuals, policies made by governments and unjust societies. Some teachers may want to introduce and discuss the concept of structural violence.

4. In small groups, assign readings of newspapers and news magazines to find stories that demonstrate the forms of violence Shiva describes. Ask for volunteers to summarize their stories and tell where in the world each occurred. Give a name to this form of violence, and write it on a post-it or small piece of paper to affix to a world map or globe. Continue this process until it is evident from the post-its that there are many forms of violence, and no region of the world is free of violence.

5. Come together as a whole class to discuss: What is Globalization and how has it come to be?

6. Organize groups again, this time with different students in each group. Ask each group to discuss the following questions as an inquiry into globalization.

   ✤ What does Shiva describe as “the transfer of wealth”?

   ✤ What is the wealth to which she refers?

   ✤ What is the role of the corporations?

7. Each group should report its responses to the whole class as a basis for discussion of how resources and raw materials move from the impoverished areas of the world to the more affluent, how this flow of goods is involved in the debts incurred by the poorer countries, how loans from the global financial institutions increase poverty in the world.
8. Next, organize a debate on debt forgiveness, instructing that the arguments are to be made on both economic and ethical grounds, i.e., what the economic costs would be, who would pay them, and what would be the fairest result. The teacher may want to prepare information packets for debate preparation or ask the students to conduct research on the topic of the debt crisis.

In the discussion/debate, pose the following central inquiries:

✦ What are national and global security; what makes nations and the world secure?

✦ How does globalization affect human security?

9. Organize the groups, again changing the make-up of the groups. Pose the following questions to be explored by the groups.

✦ What is national security?

✦ How do nations now try to assure national security?

✦ What is the relationship between the forms of violence described by Shiva and armed violence and war?

✦ What might be included in the idea of economic security and how does it relate to human security?

✦ How important is the environment to human security?

✦ What do you think should be included in the concept (idea) of human security?

10. Groups report to the class.

When the groups report to the class, lead the discussion to illuminate the interrelationships among the various forms of violence. Ask if the students believe that war could be abolished if other forms of violence are not significantly reduced. In discussing human security emphasize the multidimensional nature of the concept and contrast it with national security, defended by military means.
Handout

Violence of Globalization

By Vandana Shiva

Summary: “Protection” has become a dirty word in the era of free markets and globalization. But, says Vandana Shiva, the spread of liberalization has only led to new forms of violence against humanity. Excerpts from her testimony at the World Court of Women, South Africa, on March 8, quoted from The Hindu, March 25, 2001, India.

We thought we had put slavery, holocausts, and apartheid behind us, that humanity would never again allow dehumanizing and violent systems to shape the rules by which we live and die. Yet globalization is giving rise to new slavery, new holocausts, new apartheid. It is a war against nature, women, children, and the poor. A war that is transforming every community and home into a war zone. It is a war of monocultures against diversity, of big against small, of wartime technologies against nature. Technologies of war are becoming the basis of production in peacetime. Agent Orange, which was sprayed on Vietnam, is now being sprayed on our farms as a herbicide, along with Round-Up and other poisons.

Plants and animals are being genetically engineered, thus making our fields sites of biological warfare. And perverse intelligence is being applied to terminate life’s cycles of renewal by engineering ‘Terminator’ seeds to be sterile. As the violence grows, the stress on societies, ecosystems, and living beings is reaching levels of breakdown. We are surrounded by processes of ecological and social breakdown.

Witness the events of our times which are now front page news. Cows in Europe being subject to bovine spongiform encephalopathy (BSE) [mad cow disease], millions of animals being burnt as foot and mouth disease spreads due to increased trade, farmers in India committing suicide in thousands, the Taliban destroying their heritage by vandalizing the Bamiyan Buddhas, a 15-year-old boy Charles Andrew Williams shooting his classmates in a California high school, ethnic cleansing.

All these are wars of peacetime, occurring in our daily lives and the last expression of violence in a system that has put profit above life, commerce above justice, ethics and ecology as violent technologies. Cows are herbivores, they are not meant to eat their own carcasses. But, in an industrial system of factory farming globalized under free-trade rules of agriculture, it was “efficient” to grind up the meat of infected sheep and cows and turn it into cattle feed. This has spread BSE among cattle – a disease that can be transmitted to humans.

Children should be playing with their friends. Schools are not supposed to be war zones. But a culture of guns and violence, combined with one that has focused so exclusively on commerce and economic growth and material accumulation, has left future generations uprooted and unanchored, afraid and violent.

Our children are robbed of childhood. In Iraq, 12 children die every hour because of a trade embargo. In other regions, children are being pushed into prostitution or warfare as the only options for survival when societies break down. Across the Third World, hunger and malnutrition has grown as a result of structural adjustment and trade liberalization policies.

During 1979-81 and 1992-93, calorie intake declined by three per cent in Mexico, 4.1 per cent in Argentina, 10.9 per cent in Kenya, 10.0 per cent in Tanzania, 9.9 per cent in Ethiopia. In India, the per capita cereal consumption declined by 12.2 per cent for rural areas and 5.4 per cent for urban areas. Denying food to the hungry and feeding the markets is one of the genocidal aspects of globalization. Countries cannot ensure that the hungry are fed because this involves laws, policies, and financial commitments that are ‘protectionist,’ the ultimate crime in the globalization regime.

Denying medicine to the ill so that the global pharmaceutical industry can make profits is another aspect of genocide.
Unit 23  The Violence of Globalization: A Problem of Human Security

Under the Trade Related Intellectual Property agreement of the World Trade Organization, countries have to implement patent laws granting exclusive, monopolistic rights to the pharmaceutical and biotech industry. This prevents countries from producing low-cost generic drugs. Patented HIV/AIDS medicine costs $15,000, while generic drugs made by India and Brazil cost $250-300 for one year’s treatment. Patents are, therefore, literally robbing AIDS victims of their lives. However, in the world order of globalization dictated by commerce, greed, and profits, it is providing cures through affordable medicine that is illegal. India, Brazil, and South Africa have been taken to the WTO Court (the Dispute Settlement Mechanism) because they have laws that allow low-cost medicine to be produced.

At the World Court of Women, we declare that laws that force a government to deny citizens the right to food and the right to medicine are genocidal. Globalization is a violent system, imposed and maintained through use of violence. As trade is elevated above human needs, the insatiable appetite of global markets for resources is met by unleashing new wars over resources. The war over diamonds in Sierra Leone, over oil in Nigeria has killed thousands of women and children.

The transfer of people’s resources to global corporations also makes states more militaristic as they arm themselves on behalf of commercial interests, and start wars against their own people. Violence has been used by the government against tribal people in areas where Bauxite is mined in Orissa and in Koel Karo, where the building of a large dam was stopped. But it is not just non-renewable resources like diamonds, oil, and minerals that global corporations want to own. They want to own our diversity and water. They want to transform the very fabric and basis of life into private property. Intellectual Property Rights (IPRs) on seeds and plants, animals and human genes are aimed at transforming life into the property of corporations.

While falsely claiming to have ‘invented’ life forms and living organisms, corporations also claim patents on knowledge pirated from the Third World. The knowledge of our mothers and grandmothers is now being claimed as inventions of western corporations and scientists. The use of neem (Azarichita Indica) as pesticide and fungicide was claimed to be an invention by the U.S.D.A. and W.R. Grace. India challenged it and got the patent revoked. The seeds and plants of basmati have been claimed as inventions by a U.S. corporation called Ricetec. And these are only some examples of biopiracy which will lead to the absurd situation where the Third World pays for knowledge that evolved cumulatively and collectively.

From the Women’s Court, we declare that patents on life and patents based on biopiracy are immoral and illegal. They should not be respected because they violate universal principles of reverence for life and the integrity of a culture’s knowledge systems.

We will not live by rules that are robbing millions of their lives and medicines, their seeds, plants, and knowledge, their sustenance and dignity, and their food. We will not allow greed and violence to be treated as the only values to shape our cultures and our lives. We will take back our lives, as we took back the night. We know that violence begets violence, fear begets fear, peace begets peace, and love begets love. We will reweave the world as a place of sharing and caring, of peace and justice, not a market place where sharing and caring and giving protection are crimes and peace and justice are unthinkable. We will shape new universals through solidarity, not hegemony.

Women’s worlds are worlds based on protection of our dignity and self-respect, the well being of our children, of the earth, of her diverse beings, of those who are hungry and those who are ill. To protect is the best expression of humanity. Those who have tried to transform ‘protection’ into a dirty word, the worst crime of the global market place, see the protection of health, nutrition, livelihoods all call for trade sanctions and ‘punishment’ by the W.T.O. and the World Bank.

To those who have tried to make the protection of life a crime, we say, echoing Archbishop Tutu: ‘You have already lost. You need to get out of the way so that we can protect each other, our children and life on this planet.’ The future does not belong to the Merchants of Death, it belongs to the Protectors of Life.

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